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ABSTRACT

In this second semester teaching guide for a United States history course for grades 9 and 10, the problems and issues relating to the diplomatic history and social changes in the United States before 1900 are covered. Because it is helpful to know the sources of history and the historical methods of discovering history, this teaching guide is designed to promote critical thinking, inquiry, and problem solving skills. In addition to the overall course objectives described in the guide for the first semester, SO 001 271, there are three additional problem solving objectives: 1) to explain the problem identified in each lesson; 2) to suggest possible and reasonable solutions; and, 3) to predict consequences of the proposed solution. Specific questions or topics are included for class discussion, guest speakers, student reporting, role of playing, demonstrations, creative dramatics, and display making. The content of the 31 lessons, learning activities, texts, and other resources are outlined in detail. The third semester guide is SO 001 273. (SBE)

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UNITED STATES HISTORY

SO 001 272

part 2
grade 10

OKLAHOMA CITY PUBLIC SCHOOLS. . . .1970

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AN INQUIRY INTO UNITED STATES HISTORY

In the second and third semesters of United States history, you will inquire into issues and problems facing Americans today; you will inquire into the ways history explains or influences the present.

What is INQUIRY? It is research and careful consideration of alternatives when analyzing an issue or seeking the solution to a problem. In each lesson students will:

1. Explain the problem identified in the lesson.
2. Systematically gather pertinent information concerning the problem.
3. Form accurate generalizations from facts.
4. Distinguish between assumptions and facts.
5. Participate in discussions thoughtfully and courteously.
6. Draw conclusions supported by facts and reason.
7. Suggest possible and reasonable solutions.
8. Predict consequences of the proposed solution.

As you can see, the skills of critical thinking, research, and problem solving will be developed during the year. Before beginning the study of history itself, it is beneficial to examine and review these skills. It is helpful to know the sources of history and the historical methods of discovering history. The first lesson is designed to help you think and discover history. As a young historian, this is your first problem.

Lesson 1

THE SOURCES OF HISTORY: TODAY AND YESTERDAY

I. Locating sources
   - A. Bibliographies
   - B. Reader's Guide to Periodical Literature
   - C. Newspaper indexes
   - D. Museums
   - E. Libraries and card catalogues
   - F. Specialized publications
   - G. Collections of documents

II. Evaluating sources
   - A. Evidence of careful research
   - B. Background of author
   - C. Evidence of bias
   - D. Consistency and lack of contradiction
   - E. Association with subject researched

Problem

How do we know what really happened? Can we reconstruct the past by carefully gathering and analyzing facts and data?

a. What is the "source" of history? What is the "stuff" that historians use to unlock the past?

b. How does the historian find the clues to the past or his evidence?

c. How does the historian judge the reliability or worth of the evidence? Can he test it for truth?

Activities for Sub-problem a: What is the "source" of history? What is the "stuff" historians use to unlock the past?

Guest speakers:

1. An archeologist
2. An art historian
3. A research historian
4. A music historian

Student reports:

1. The Congressional Record: its index and composition
2. The diary as a source: President James K. Polk
3. Letters, notes, and contracts, -- Julian P. Boyd, The Papers of Thomas Jefferson (17 volumes to date)
4. A travel log and record: B. De Voto, ed. The Journals of Lewis and Clark
5. Speeches as a source: Samuel I. Rosenman, comp. The Public Papers and Addresses of Franklin D. Roosevelt
6. The memoir: an essay or account of one's life and experiences -- The Memoirs of Herbert Hoover
7. People as a source: An interview with Mrs. Martin Luther King
8. The photograph as a source: photographs of the assassination of President John F. Kennedy
9. A drawing as a resource: The bluff drawings by prehistoric people in northwestern Oklahoma
10. A house as a resource: Southern plantation homes
11. Portraits of founding fathers by John Copley and Benjamin West
12. Kitchen utensils of colonial times

Displays:

1. A replica of a Sears, Roebuck catalogue (Follett Publishing Co.)
2. Illustrate an advertisement which might have appeared in an 1890 newspaper
3. A print of a painting which depicts the past
4. Examples of documents from everyday life: report cards, driver's license, invitations, etc.
5. An old newspaper
6. Old photographs
7. The past: sheet music, books of songs

Musical expression:

1. Reader's Digest records of songs from different decades of American history
2. Sing a song from the past -- such as a barbershop quartet number

Dramatization and demonstration:

1. A style show of clothing worn over 15 years ago
2. Demonstrate the way you would conduct an interview with Ethel Kennedy about her late husband, Robert Kennedy
3. Take a quarter and a dollar bill. You and the class are citizens of Mars in the year 3000 and are studying earth cultures. What would these artifacts tell you about the people and culture of the United States? How could you find out more by examining various postage stamps? (Lead the discovery discussion)

Buzz groups:

1. What would you bring to a historian 100 years from now who was studying youth culture in the 1970's?
2. What is history?
3. What things can be considered historical evidence?
4. What kinds of evidence and information could a copy of a will give you?

Conclusion

Some of the best sources of history, in my opinion are _____

_____

_____

_____

Activities for Sub-problem b: How does the historian find the clues to the past or his evidence? Locate sources?

Tour the library with the librarian

Guest speakers:

1. Bruce Joseph: Oklahoma Historical Society and its resources
2. Representative from the Oklahoman and Times newspaper file
3. Representative from the Science and Arts Foundation and/or the Cowboy Hall of Fame
4. Representative from Oklahoma City Library

Student reports:

1. Who's Who in America
2. Bibliographies: what, where, why
3. Reader's Guide to Periodical Literature
4. Museums: a place to discover
5. New York Times: Indexed and microfilmed (1831 to present)
6. Microfilms: a library in a pocket
7. Dictionary of American Biography
8. Historical Statistics of the United States
9. Harvard Guide to American History
10. Diplomatic histories of the United States and other specialized histories such as those on labor, military, etc.
11. Archives: pieces to historical puzzles
12. Library of Congress
13. The Smithsonian Institute
14. Museums in Oklahoma

Displays:

1. Have a table displaying paper back collections of original documents and source material suitable for highschool use, such as:

   a. Marvin Meyers, ed., Sources of the American Republic: A Documentary History of Politics, Society, and Thought, 2 volumes (Scott, Foresman and Company)
   b. Edwin Fenton and David H. Fowler, general eds., Problems in American History, 9 volumes (Scott, Foresman and Company)
   c. Dorothy S. Arnof, ed., A sense of the Past: Readings in American History, (Macmillian)
   d. Richard W. Leopold, Arthur S. Link, and Stanley Coben, eds., Problems in American History (Prentice-Hall) 2 volumes
   e. William L. Katz, ed., Eyewitness: The Negro in American History (Pitman Publishing Co.)
   f. Allan O. Kownslar and Donald B. Frizzle, Discovering American History, 10 volumes (Holt, Rinehart, and Winston)
   g. Rudolph Bieself, John S. Ezell, and Gilbert C. Fite, eds., Readings in American History, 2 volumes (Houghton Mifflin)
   h. Annals of American History (Britannica)

2. Xerox a page from the Reader's Guide for Periodical Literature and a page from an annotated bibliography. (You might also xerox the title pages)

Buzz groups:

1. Do you think a good historian must be a good detective?
2. What qualities would help you to find many different sources of history?
3. What might handicap a young historian in finding and locating the sources he might need for a report?

Conclusion

Historians find clues about the past by _____

_____

_____

_____

Activities for Sub-problem c: How does the historian judge the reliability or worth of the evidence? Can he test it for truth?

Student reports:

1. A primary or original source: letter, diary, artifact, etc.
2. A secondary source: a biography, a history, etc.
3. The background of the author: its significance
4. Footnoting and careful reporting of sources in secondary works
5. Checking on cross-references (footnotes and referrals of the author)

Displays:

1. Xerox a page with a footnote and then xerox the page in the book to which the footnote is referring.
2. Xerox an example of exaggeration or distortion on the part of an author.

Dramatization and demonstration:

1. Stage an incident in the classroom. Have six students in the hall. Ask the remaining students to write a news story of what happened and later compare them. The students in the hall will have to interview participants.

Buzz groups:

1. Can a newspaper be a primary source for one type of information and a secondary source for another type?
2. What kinds of things might cause an author to be prejudiced or biased on a subject?
3. Is there any advantage in doing historical research using primary, rather than secondary sources?

Conclusion

The reliability of evidence can be determined by _____

_____

_____

_____

Overall Judgement

"Facts" of history can be checked and judged by _____

_____

_____

_____

Bibliography

1. Carl C. Gustavson, A Preface to History
2. Allen Nevins, The Gateway to History
3. Sir Leonard Woolley, Digging Up the Past
4. E. N. Saveth, ed., American History and the Social Sciences
5. Horace T. Morse and George H. McCune, Selected Items for the Testing of Study Skills and Critical Thinking, Bulletin Number 15 (National Council for the Social Studies: 1964)
6. John F. Kennedy, "On History," American Heritage (Feb. 1964)
7. Morris Bishop, "What is Important in History," American Heritage (Dec. 1967)

8. John A. Garraty, "Conversations with Historians," American Heritage (Feb., 1970)
9. Henry Steel Commager, "Should the Historian Make Moral Judgements," American Heritage (Feb., 1966)
10. Dixon Wecter, "History and How to Write It," American Heritage (Aug., 1957)
11. Henry Steel Commager, The Nature and the Study of History (Charles E. Merrill, Inc.: 1965)

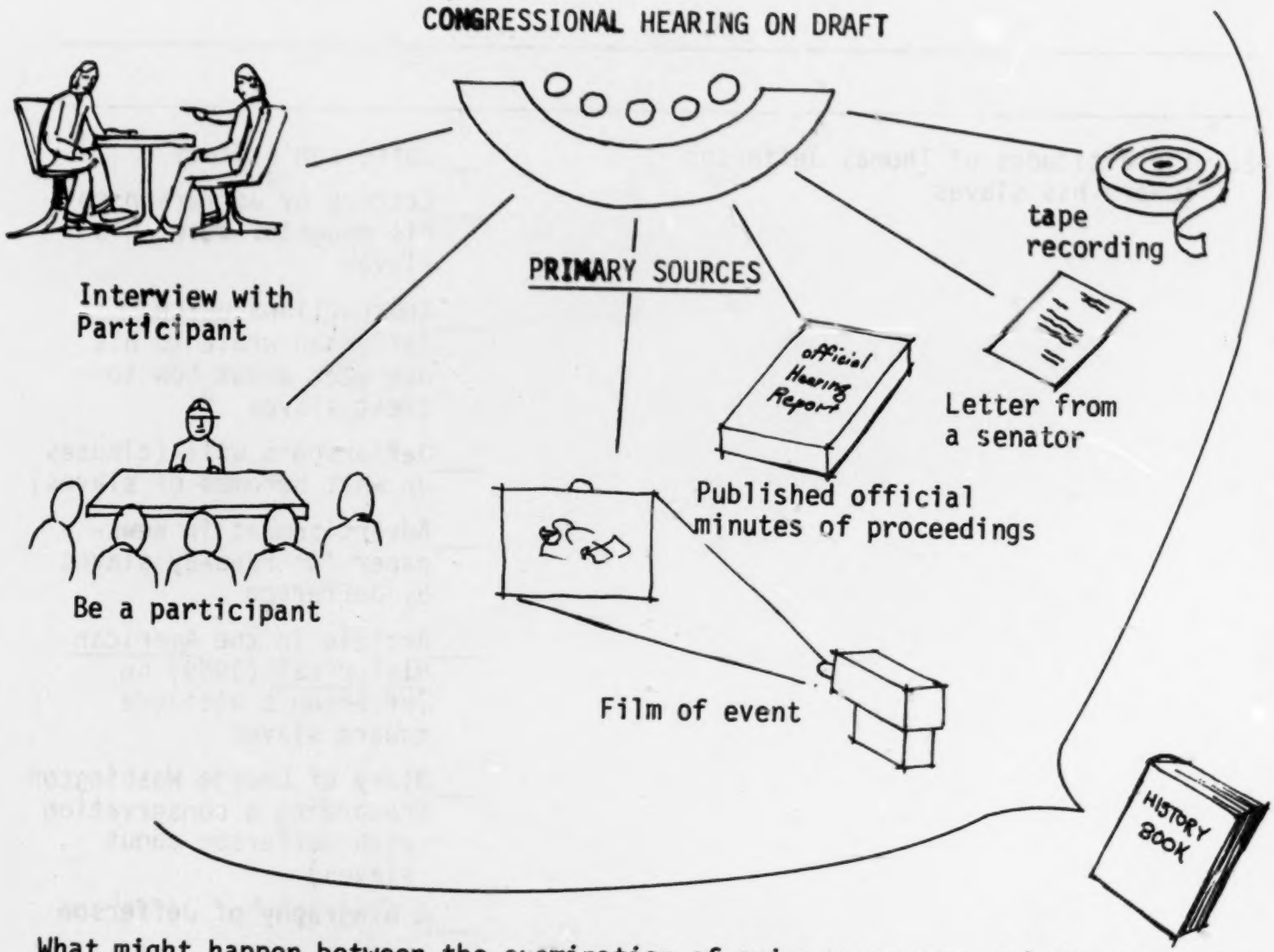
EVALUATING SOURCES

Primary Source of History:

A source of information which is directly connected to the event or the person being researched. The information is received "first hand." It is being retold or analyzed by a person who directly experienced the event or was directly related to the person being studied.

Secondary Source of History:

A person, book, or source of information which is indirectly related to the event or person being researched. In a way one could say that the information is received "second hand." It is being retold, analyzed, or interpreted by someone who was somewhat removed from the event or person researched.



What might happen between the examination of primary sources and the narrative found in a secondary source such as a history book?

U. S. HISTORY II

Put a P by primary sources and an S beside secondary sources in the following:

Event or Person Being Researched	Source of Information
1. Battle of Gettysburg (Civil War)	___Diary of a soldier who fought in the battle
	___Maps and battle plans used by Robert E. Lee in the battle
	___Interview with a lady whose grandfather fought in the battle
	___An 1865 newspaper article in the Richmond Inquirer about what happened at Gettysburg

Which do you think is the most reliable source of information and why? _____

_____

_____

2. The attitudes of Thomas Jefferson toward his slaves	___Jefferson's diary
	___Letters by Jefferson to his daughter about his slaves
	___Instructions which Jefferson wrote to his overseer about how to treat slaves
	___Jefferson's will (clauses on what becomes of slaves)
	___Advertisement in newspaper for runaway slaves by Jefferson
	___Article in the American Historical (1969) on Jefferson's attitude toward slaves
	___Diary of George Washington (recording a conservation with Jefferson about slaves)
	___A biography of Jefferson
	___An autobiography of Jefferson

Which set of sources do you think are the most reliable, primary or secondary? Why? _____

_____

_____

3. Occurences of march to the mayor's house by the firemen on strike and their sympathizers

___Interview with leader of march

___Interview with striker who was in the march

___Interview with a police-man who patrolled the march

___Interview with a police-man who was on assignment elsewhere

___Article in a conservative newspaper about the march

___Mayor's account of march (not home)

Do you think any of the above would have a bias for or against the march? Who and why would their bias be the way you contend? _____

_____

_____

If you wanted to obtain an unbiased or fair view of what occurred at the march, what would you do? Why? _____

_____

_____

How would you describe a "careful researcher"? _____

_____

_____

U. S. HISTORY II

SEPARATING FACT FROM ASSUMPTION

On the basis of the information given in the reading passage, decide whether the statements following it are facts or assumptions. Place an F before facts, and an A before assumptions.

My aunt drives only Volkswagens. The last three times she has needed to buy a car, she has bought Volkswagens.

___1. The aunt will always buy a Volkswagen.

___2. In recent years the aunt has driven Volkswagens.

___3. The aunt drives Volkswagens because she is thrifty.

___4. The aunt must not be a status seeker if she drives Volkswagens.

I visited my grandparents in Dallas, Texas, last summer and it rained several days a week through June and July. I found the humidity very high and uncomfortable. There were floods in areas close to streams.

___1. There is usually flooding in Dallas during the first part of the summer.

___2. The summers in Dallas are always very rainy.

___3. High humidity makes the author sick.

___4. Last summer was a very rainy summer in Dallas.

What other facts would need to be added to the passage on Dallas weather to make facts from the items which you now say are assumptions (Ignore the space provided for items which are facts).

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

Our team has lots of large, muscular boys with good coordination. They are good football players. Our coach always wins more games than he loses. Therefore

___1. All large boys make good football players.

___2. Small boys never make good football players.

___3. The coach wins football games because he plays only the largest boys.

___4. Large muscular boys always have good coordination.

___5. Large coordinated athletes are an advantage to the team in winning games.

The murder of John F. Kennedy marked the fourth time an American president has been assassinated. In the days of sadness that followed the death of the President, thoughtful Americans studied themselves and their society. They asked why such a spirit of violence and hatred can exist in our democracy.

___1. All Americans are violent and filled with hatred.

___2. Democracy encourages the development of violence and hatred.

___3. A problem facing this nation is the presence of violence and hatred.

___4. The violence in American society is always directed toward presidents.

In World War II, 300,000 American servicemen were killed. About one million were listed as casualties. This nation spent 330 billion dollars on the war. This was ten times the cost of World War I. Much of this money was raised by loans. America's national debt rose to well over 250 billion dollars by 1945.

___1. There were approximately 700,000 Americans wounded.

___2. According to the reading, World War II was the costliest war in which Americans have fought.

___3. The cost of World War II was staggering.

___4. The United States lost more men in World War II than any other nation.

Perhaps the major advantage of the United Nations over the League of Nations has been its ability to capture the imagination of the people of the world. Everywhere people of the world look to it for help in keeping world peace. The world message of Pope John XXIII in 1963 emphasized this by pointing to the UN as the hope of the world for preventing war.

___1. All people everywhere look to the UN as the hope for world peace and the prevention of war.

___2. The League of Nations failed and therefore the United Nations will fail.

___3. The League of Nations failed but the United Nations will succeed in preventing a world war.

___4. The United Nations has a better chance than the League because of the support of world opinion.

U. S. HISTORY II

EVALUATING SOURCES OF INFORMATION

Directions to students:

You have been given an assignment to write a term paper. You have been told that to a large degree it will be valuable according to the extent to which the references you use are accurate and are unbiased, impartial, and unprejudiced.

Below are a number of possible subjects. Under each one are listed three references which might give information about the subject. If the material were available, which would you consider as most reliable for giving a true picture of events as they actually happened? Rate them according to your preference within each group of three. Indicate your choice of the best reference within each group of three by writing the figure 1 in the space before it; your choice of second best by writing the figure 2 before it; and your choice of the third with the figure 3. Consider each group of three separately.

A. President Lincoln's motives in issuing the Emancipation Proclamation of January 1, 1863

___1. A poem written by Walt Whitman, a contemporary Northern poet.

___2. The news story that appeared in a Confederate newspaper, the Virginia Gazette, for January 10, 1863.

___3. The account of the Proclamation that Gideon Welles, Lincoln's Secretary of the Navy, wrote in his diary.

B. The discovery of gold in California

___1. A news item in the San Francisco Chronicle in September, 1848.

___2. The account of the gold rush as told by Zane Grey, western novelist.

___3. An account written by the San Francisco Chronicle in September, 1939, on the ninety-first anniversary of the discovery, including an exact reprint of the original 1848 account.

C. George Washington as a General

___1. The Diaries of George Washington, printed with every letter, every comma, copied exactly.

___2. The Sparks edition of the writings of George Washington in which the editor blue-penciled, without indication, offensive words and changed the context of many sentences so that writers of letters to Washington and their families would not be offended.

___3. The latest edition of Washington's letters and papers with indicated omission of all phrases and sentences that would be valueless for the writing of history.

D. The Battle of the Marne, September 1914

___1. An account which contrasted the spirit of the heroic boys of the allies and the ponderous foolhardiness of the enemy.

___2. An account compiled from material taken from the reports of opposing commanders.

___3. An account appearing in a journal printed in a neutral country.

E. Patrick Henry's "Liberty or Death" speech given on the spur of the moment

___1. A movie dramatizing the speech.

___2. An account written by Patrick Henry twenty-five years later.

___3. An account written by an eyewitness while Henry was speaking.

Directions to students:

Place the number of the option which most correctly completes each of the following statements in the space provided.

___1. To locate the page in a text that gives information about Jackson's inauguration one should use the (1) bibliography (2) appendix (3) index (4) table of contents (5) preface.

___2. The appendix will usually be found in which part of the book? (1) before the preface (2) back (3) middle (4) front (5) after the title page.

___3. The part of a textbook which contains copies of documents, lists of presidents, etc. is called the (1) glossary (2) index (3) preface (4) table of contents (5) appendix.

___4. To determine whether an American history book contains a chapter titled "The American Revolution" one should (1) read the index (2) go through the book page by page (3) read the summaries (4) read the table of contents (5) read the index.

___5. A list of references is called the (1) bibliography (2) autobiography (3) biography (4) encyclopedia (5) appendix.

___6. To learn what the abbreviations used in the Reader's Guide to Periodical Literature represent one should (1) ask the librarian (2) look in the front of the book for an explanation of how to use the book (3) ask the teacher (4) try to figure out the meaning by reading several pages containing abbreviations (5) look in a dictionary.

U. S. HISTORY II

INQUIRY SKILLS

Gathering Information or Data:

1. Suppose that you had to write an account of a sit-in held at the John A. Brown lunch counter in Oklahoma City in the 1960's. How might you gather information about this? What are the different possible ways? How would you test the truth of what you learned from each source?

2. What if you wanted to illustrate scenes which a person might have seen on the Trail of Tears traveled by the Cherokee Indians on their forced march to Oklahoma. How could you find the information you would need for the drawings?

3. What if you wanted to find information about the Congressional hearings on the Vietnam war which the Senate Foreign Relations Committee held last year? Where could you find information about them? What would be the best source and why?

4. What if you wanted to study the effect which The Daily Oklahoman's editorials have had on whom Oklahoma Cityans elect as mayor? How could you inquire about this? What would you want to know? How would you find this information?

5. Suppose you were interested in the editorials and opinions expressed in magazines about Adolf Hitler between 1935 and 1940? What source would you go to first?

6. Suppose you wanted to know the views of business men in the 1930's on the laws passed in President Roosevelt's terms or in the "New Deal"? Do you know of any special business publications to consult?

7. What if you wanted to find statistics on cost of wars in dollars and lives to the United States? Where would you look?

UNITED STATES HISTORY

TIME ALLOTMENT	ISSUE OR PURPOSE OF INQUIRY	HISTORY LESSONS
1 Lesson	Umbrella Topic or Issue	Sources of History
14 Lessons or 7 Weeks of Study	Unit on Diplomatic History ISSUE: WAR AND PEACE Focus: A. What are the causes of wars? B. Are there times when war is justified? C. What diplomatic efforts have avoided war in the past? D. Are there alternatives to war in solving disputes?	Fruits and Cost of past wars Shape of Future Wars Wars for Independence (Revolution-1812) Wars to Protect or Possess? (Mexican; Span.-Amer.; Panama) Negotiated Settlements Neutrality: War to Defend It --Laws to Preserve It The Failure of Appeasement (1930's) World Organizations The Cold War Emergence of Communist China Asian Commitments: Korea, Formosa, Vietnam Involvement in the Middle East Arms Limitation Peace Movements and War Protest

U. S. HISTORY II

The Central Issue

War and Peace

FOCUS

A. What are the causes of wars?

B. Are there times when war is necessary?

C. What diplomatic efforts have avoided war in the past?

D. Are there alternatives to war in solving disputes between nations? What are consequences of alternatives?

(Before we deal with the issue of war, we will explore the questions listed above, what can history tell us about these questions?)

General sources for United States Diplomatic History

Bailey, Thomas A. A Diplomatic History of the American People

Bemis, Samuel F. A Diplomatic History of the United States

Leopold, Richard The Growth of American Foreign Policy

Pratt, Julius W. A History of United States Foreign Policy

Ferrell, Robert H. American Diplomacy, A History

Latane, John H. & David W. Wainhouse A History of American Foreign Policy

Paperback books as general sources

1. Scott,Foresman, Problems in American History Series
   a. American Foreign Policy
   b. Causes of War
2. Prentice Hall, Inquiry into Crucial American Problems Series
   a. Foreign Policy

Lesson 2

THE FRUITS AND COST OF PAST WARS

I. Fruits of past wars
   A. Territorial additions
   B. Spur to inventions
   C. End of slavery
   D. Demise of the Nazi Regime
   E. Power and containment of unfriendly governments

II. Cost of past wars
   A. Human casualties
   B. Destruction of resources
   C. Social strife and antagonisms
   D. Restriction of civil rights

Problem

How have wars affected our nation?

Activities

Guest Speaker:

1. Sociologist: The Effect of War on Families

Student reports:

1. Dr. Charles Drew's life and development of blood plasma
2. The Battle of Iwo Jima
3. The cost of Normandy invasion (1944)
4. American war production in World War II
5. Naval losses in Battle of the Atlantic (World War II)
6. Battle of Shiloh (Civil War)
7. The confinement of Japanese-Americans (World War II)
8. Palmer raids and McCarthyism
9. Anti-German movement during World War I
10. Denial of civil rights during the Civil War
11. Andersonville Prison (Civil War)
12. Synthetic rubber, nylon, and other wartime discoveries
13. Federal Espionage Act of 1917 and Sedition Amendment of 1918
14. George Creel's Committee on Public Information (World War I)
15. Control of economy by War Industries Board (World War I)
16. Divorce rates during and after wars

Displays:

1. Map showing territorial gains by war
2. Reproduction of war posters
3. Graphs comparing American war casualties in various wars
4. Graphs comparing American war production or debts in various wars
5. Synthetics developed in war time (examples)

Dramatization and demonstration:

1. Dramatize reading of Emancipation Proclamation (Civil War)
2. Role-play antagonism toward a German-American student by other students (World War I)
3. Tableaux on effect of war on soldier and family
4. Role-play antagonisms between anti-war demonstrators and by-standers

Buzz groups:

1. Must a nation at war always restrict civil rights at home?
2. How might the course of world history have been changed if the United States had not entered the war against Hitler in 1941?
3. Would it have been right to consent to the continuation of slavery to avoid war? Why or why not?
4. If the funds which the federal government gives to research in peace time were as great as in war time, would the gains be the same?

Conclusion

Wars have affected our nation in the following ways: _____

_____

_____

_____

Films

1. The Shores of Iwo Jima (Marine Corps)
2. The Second World War: Allied Victory, 36-3-17
3. Fury in Pacific: The Invasion of Palau (Marine Corps)
4. Day in Vietnam (Marine Corps)

Bibliography

References:

1. Seymour Mandelbaum, The Social Setting of Intolerance (Scott Foresman paperback)
2. Arata Osada, Children of the A-Bomb
3. H. C. Peterson and Gilbert C. Fite, Opponents of War, 1917-1918
4. Zechariah Chafie, Free Speech in the United States
5. Donald M. Nelson, Arsenal of Democracy
6. S. S. Kuznetz, National Production, War and Pre-War
7. M. Grodzins, Americans Betrayed: Politics and Japanese Evacuation
8. American Heritage, World War I, World War II, Civil War

9. Richard Wheeler, "The First Flag Raising on Iwo Jima," American Heritage (June, 1964)
10. Eric F. Goldman, "The President, the people, and Power to Make War," American Heritage (April, 1970)
11. Janet Stevenson, "The Return of the Exiles," American Heritage (June, 1969)--internment of Japanese Americans
12. Bruce Catton, "He wanted to Murder the Bugler," American Heritage (August, 1967)--the music of World War I
13. "That Was the War that Was," American Heritage (February, 1965)
14. Original document, "A Yank in the B. E. F." American Heritage (June, 1965) Medic discusses wounded of World War I
15. Documentary, "The Battle of the Fences," American Heritage (October, 1968)--posters of World War I
16. Allan L. Damon, "The Great Red Scare" American Heritage (February, 1968)
17. William C. Leuchtenburg, "An Era of Bad Feeling," The Great Age of Change, vol. 12 of Life History of the United States
18. Bruce Catton, "The Marine Tradition," American Heritage (February, 1959)
19. Special issue on the Presidency, "The Man on Horseback," American Heritage (August, 1964)--Military hero to the presidency
20. Frank Kane, Voices of Dissent, A Prentice-Hall paperback, Inquiry into Crucial American Problems series

Texts:

1. Bragdon-McCutchen, History of a Free People, pp. 48, 144-45, 155, 171-72, 355-59, 520, 539-40, 568-570, 580, 676-78, 680-85, 712-16, 765-67.
2. Current, DeConde, Dante, United States History, pp. 64, 156-59, 252-53, 312-15, 318-27, 335, 450-53, 521-23, 642-46, 652-53, 658-59.
3. Shafer, Augspurger, McLemore, United States History, pp. 160-63, 246-49, 278-303, 492-95, 519-20, 523, 604-11, 641-42.
4. Todd, Curti, Rise of the American Nation, pp. 130-33, 232-37, 346, 381-86, 566-72, 604-06, 611, 725-28, 732.
5. Wade, Wilder, Wade, A History of the United States, pp. 288-89, 367-73, 376-77, 382-84, 542-43, 614-20, 638-40, 716, 737-38, 746-48.

Lesson 3

THE SHAPE OF FUTURE WARS

I. Limited war
   A. Successes
   B. Difficulties

II. Weapons of future wars
   A. Nuclear potential
   B. Chemical and biological warfare
   C. Other weapons

Problem

Will wars of the future be like wars of the past?

Activities

Student reports:

1. Limited war in Korea
2. Limitation of war in Vietnam
3. Communist goal of aiding nationalistic "wars of liberation"
4. Growth of nationalism among underdeveloped nations
5. The SALT talks - (Strategic Arms Limitations)
6. Weapons which incapacitate but do not kill
7. Nerve gas
8. Laser beams
9. Destruction of Hiroshima and Nagasaki
10. Destructive power of a hydrogen bomb
11. Napalm and other chemical weapons
12. Intercontinental ballistic missiles and anti-ballistic missiles
13. "Overkill" argument (How much nuclear capacity is adequate?)
14. Plot of Dr. Strangelove
15. Plot of Failsafe
16. Disagreement over limiting Korean War (MacArthur-Truman)
17. War casualties and modern medicine
18. International law and limited war (late 19th and early 20th century)

Displays:

1. Create illustrations of the nature of future wars as you imagine them.
2. Pictures or drawings of projected aircraft, etc.

Creative writing:

1. Nuclear war by mistake
2. Biological warfare by accident
3. International rules for limited warfare

Dramatization and demonstration:

1. Tableaux on nature of future wars

Buzz groups:

1. Is it sometimes necessary to fight a limited war in order to avoid a total or larger war?
2. Could there be a "winner" in a total nuclear war?
3. Has mankind learned to fight wars with less suffering?
4. If the United States and the Soviets agreed to negotiate differences, could they control actions of third powers?
5. Is it possible in a democracy to continue a limited war or will the people eventually demand that the war be ended or escalated?

Conclusion

I believe that wars in the future will be changed mostly by _____

_____

_____

_____

_____

Films

1. New Doctrine

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Lesson 4

TWO WARS FOR INDEPENDENCE?

I. Revolutionary War
   A. Conflicts and compromises
   B. Alternative proposals
   C. Decision for war

II. War of 1812
   A. Conflicts and compromises
   B. Alternative proposals
   C. Decision for war

Problem

Were there ways other than war of settling the differences between the British and the Americans or was war necessary?

a. Were the causes of the two wars alike or different?

b. What actions on the part of both sides postponed war?

c. Are there actions which might have been taken instead of military action?

Activities for Sub-problem a: Were the causes of the two wars alike or different?

Student reports:

1. Proclamation line of 1763 and the desire to annex Canada in 1812
2. Navigation Acts and Orders in Council
3. Quartering Act
4. Impressment of seamen
5. Emotional reactions to Boston Massacre and the Chesapeake Affair
6. Smuggling before both wars
7. The Essex case
8. Difficulty of overseas communications (both wars)
9. British supporters of Revolutionary War and War of 1812
10. American supporters of Revolutionary War and War of 1812

Displays:

1. Map of United States showing Proclamation Line of 1763
2. Map showing British restrictions on colonial trade before Revolution
3. Map showing British restrictions on American trade before War of 1812
4. Illustrations contrasting the actual events of "Boston Massacre" with Sam Adams' version

Dramatization and demonstration:

1. Dramatize Boston Massacre as it acutally occurred and as it was reported
2. Dramatize an act of impressment by the British
3. Speech by one of the Sons of Liberty
4. Speech by one of the War Hawks

Buzz groups:

1. Do you think the desire to expand territorially was important in causing either war?
2. Do you think the War of 1812 was a second war for independence? Explain
3. Do you think British control over American affairs was great enough to retard America's growth and security? Why or why not?
4. Do you approve or disapprove of the Boston Tea Party?

Conclusion

When I compare the causes of the two wars, I find that _____

_____

_____

_____

Activities for Sub-problem b: What actions on the part of both sides postponed war?

Student reports:

1. Boycotts of British goods and the Embargo Acts
2. Diplomatic efforts of Ben Franklin
3. American opponents of war (both wars)
4. British opponents of war (both wars)
5. Macon Bill #2
6. British repeal of the Stamp Act
7. Effect of boycotts and embargos on British policy and attitudes
8. British repeal of Townshend Acts

Dramatization and demonstration:

1. Role play a conversation between two Americans on the chances of changing the British position by using economic penalties, (boycotts --embargos)

Buzz groups:

1. Why did the two sides seek to postpone war?
2. What were the risks involved in both wars?

Conclusion

The actions on both sides which postponed war were _____

_____

_____

_____

Activities for Sub-problem c: Are there actions which might have been taken instead of military action?

Student reports:

1. Advantages and disadvantages of continuing the boycotts? the embargo?
2. Olive Branch Petition
3. Views of Edmund Burke
4. The Galloway Plan
5. The repeal of the British Orders in Council
6. Suffolk Resolves
7. Compromises in the two Treaties of Paris
8. British commonwealth system of today
9. British proposals for conciliation during Lord North's ministry

Displays:

1. Charts listing British gains and losses and American gains and losses in Treaties of Paris

Buzz groups:

1. Do you think that a continuation of economic pressure on the British would have brought about compromises without war?
2. Since neither side decisively defeated the other, how were the differences between them finally settled?

Conclusion

Actions which might have been taken instead of military actions are_____

_____

_____

_____

U. S. HISTORY II

Overall Judgement

I think that the differences between the British and the Americans (could - could not) have been settled without war because _____

_____

_____

_____

Films

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Discovery Exercise

Lesson 4

CAN THE DIFFERENCES BETWEEN THE COLONISTS AND THE BRITISH GOVERNMENT BE SETTLED WITHOUT WAR?

A. "That His Majesty's subjects in these colonies owe the same allegiance to the Crown of Great Britain that is owing from his subjects born within the realm, and all due subordination to that august body the Parliament of Great Britain. . . .

"That it is inseparably essential to the freedom of a people, and the undoubted right of Englishmen, that no taxes be imposed on them but with their own consent. . . .

"That the only representatives of the people of these colonies are persons chosen therein by themselves, and that no taxes ever have been, or can be constitutionally imposed on them, but by their respective legislatures. . ."

1. Are these statements made by colonists or by the King's subjects in Great Britain? What clues support your opinion?
2. What seems to be the main complaint?
3. What concessions or agreement do you think would satisfy the discontented authors of these resolutions?
4. Do the authors see themselves as loyal subjects? Do you?

B. "Whereas several of the houses of representatives in his Majesty's colonies and plantations in America have of late, against law, claimed to themselves . . . .the sole and exclusive right of imposing duties or taxes upon his Majesty's subjects. . .and have passed certain votes, resolutions, and orders, derogatory to the legislative authority of parliament and inconsistent with the dependency of said colonies. . .be it declared. . .That the said colonies and plantations in America have been, are, and of right ought to be subordinate unto and dependent upon the imperial crown and parliament of Great Britain; and that the King's Majesty, by and with the advice and consent of the. . .parliament assembled, had, hath, and or right ought to have full power and authority to make laws and statutes. . .to bind the colonies and people of America, subjects of the crown of Great Britain, in all cases whatsoever."

1. What group probably wrote this declaration? What clues support your position?
2. What is the issue or point which this declaration is trying to make?
3. Does reading B disagree with reading A? Explain.

C. "We are not yet recovered from a war undertaken solely for their protection: . .whatever may be the Value of the Acquisitions in AMERICA, the immediate benefit of them is to the Colonies; . . .

"Were there no other ground to require a revenue from the Colonies, then as a return for these obligations, it would alone be a sufficient foundation: Add to these the advantages obtained for them by the peace; add the debt incurred by a war undertaken for their defense only; . .The distribution is too unequal, of benefits only to the Colonies and of all the burthens upon the Mother Country; . .Yet no more was desired, than that they. . .take upon themselves a small share of the Establishment necessary for their own protection: Upon these principles several new taxes were laid upon the Colonies:. . .

"They were never called upon to defray any part of our domestic civil expenses: . .If all share the benefit, they should also share the burthen; the whole ought not to be born by a part: The AMERICANS are in number a fifth of the BRITISH subjects; yet the aid required of them was in the proportion only of about one in twenty."

1. What did this author believe concerning the taxes on the colonists?
2. What do you think were the benefits which the war's victory gave the colonists?
3. Do you agree with the author? Why or why not?

D. "Let the truths be indelibly impressed on our minds--That we cannot be happy, without being free---that we cannot be free---without being secure in our property---that we cannot be secure in our property, if, without our consent, others may, as by right, take it away---that duties laid on us by parliament, do thus take it away---that duties laid for the sole purpose of raising money, are taxes."

1. Do you think his argument is logical? Why or why not?
2. What does he consider the problem to be?
3. Do you think he is a colonist or a subject living in Great Britain?

E. "Our Colonies in North America appear to be now determined to risk and suffer every thing, under the persuasion, that Great Britain is attempting to rob them of that liberty to which every member of society, and all civil communities, have a natural and unalienable right. The question, therefore, . . . is highly interesting, and deserves the most careful attention of every Englishman who values liberty and wishes to avoid staining himself with the guilt of invading it. . . .

"An EMPIRE is a collection of states or communities united by some common bond or tye. If these states have each of them free constitutions of government, and with respect to taxation and internal legislation, are independent of the other states, but united by compacts or alliances, or. . .to one monarch entrusted with the supreme executive power. . .the Empire will be an Empire of Freemen."

1. Does he have a new idea about the governing of the British Empire or does he agree with reading B? Explain.
2. What is he proposing?

F. "Property is private, individual, absolute. Trade is an extended and complicated consideration: it reaches as far as ships can sail or winds can blow: it is a great and various machine. To regulate the numberless movements of its several parts, and combine them into effect, for the good of the whole, requires the superintending wisdom and energy of the supreme power of the empire. But this supreme power has no effect towards internal taxation. . . As an American I would recognize to England her supreme right of regulating commerce and navigation; as an Englishman by birth and principle, I recognize to the Americans their supreme unalienable right in their property; a right which they are justified in the defense of to the last extremity."

1. Do you think this represents a fair compromise? Why or why not?
2. Is the author an American or does he live in Great Britain? What is your clue?

G. "That a British and American legislature, for regulating the administration of the general affairs of America be proposed and established in America including all the said colonies. .

"That the government be administered by a President General to be appointed by the King and a Grand Council to be chosen by the representatives of the people of the several colonies. .

"That the Grand Council shall have power to choose their Speaker, exercise all the like rights, liberties and privileges, as are held by the. . . House of Commons of Great Britain.

"That the President General, by and with the advice and consent of the Grand Council hold and exercise all the legislative rights, powers, and authorities. . . ."

1. Who do you think proposed this plan: a colonist or subject in Great Britain?
2. Would this plan give more power to the colonists or to the British Parliament?
3. Do you think this would be a fair plan? Why or why not?

H. "To talk of being loyal subjects to King George, while we disavow the authority of parliament is another piece of Whiggish nonsense. I love my King as well as any Whig in America or England either, and am as ready to yield him all lawful submission. But while I submit to the King, I submit to the authority of the laws of the state, whose guardian the king is. . . .

"I imagine that if all internal taxation be vested in our own legislatures, and the right of regulating trade by duties, bounties, etc., be left in power of the Parliament: and also the right of enacting all general laws

for the good of all the colonies, that we shall have all the security for our rights, liberties and property, which human policy can give us."

1. Is a colonist or a subject in Great Britain the author of this statement? What are your clues?
2. Does it sound like any other plan which has been proposed?
3. Do you think it is a fair arrangement? Would you be satisfied with it if you were a colonist?

I. "As much hath been said of the advantages of reconciliation, which, I like an agreeable dream, hath passed away and left us as we were, it is but right that we should examine the contrary side of the argument, and enquire into some of the many material injuries which these Colonies sustain. . . .

"Our plan is commerce, and that, well attended to, will secure us the peace and friendship of all Europe; because it is the interest of all Europe to have America a free port. . . .

"Europe is too thickly planted with Kingdoms to be long at peace, and whenever a war breaks out between England and any foreign power, the trade of America goes to ruin, <u>because of her connection</u> with Great Britain. The next war may turn out like the last, and should it not, the advocates for reconciliation now will be wishing for separation then, because neutrality in that case would be a safer convoy than a man of war. . . .

"'Tis time to part, even the distance at which the Almighty hath placed England and America is a strong and natural proof that the authority of the one over the other, was never the design of Heaven.

"A government of our own is our natural right and when a man seriously reflects on the precariousness of human affairs, he will become convinced, that it is infinitely wiser and safer. . . ."

1. Is the complaint against Britain here different than the others?
2. Which of his points do you think is the strongest argument for separation? Why?
3. Which of his points do you think is the weakest argument for separation? Why?
4. Do you think the author would be willing to accept any compromise--short of independence which was complete? If so, what? If not, why not?

J. "The resolutions of parliament breathed a spirit of moderation and forbearance; . . .I have acted with the same temper, anxious to prevent, if it had been possible, the effusion of the blood of my subjects, and the calamities which are inseparable from a state of war; still hoping that my people in America would have discerned the traitorous views of their leaders, and have been convinced, that to be a subject of Great Britain, with all its consequences, is to be the freest member of any civil society in the known world. . . .

The object is too important, the spirit of the British nation too high, the resources with which God hath blessed her too numerous, to give up so many colonies which she has planted with great industry, nursed with great tenderness, encouraged with many commercial advantages, and protected and defended at much expense of blood and treasure."

1. Who is the speaker? What are your proofs?
2. How does he view "war"?
3. Does he feel war is justified? Why?

K. "Ask yourselves if you are willing to become the virtual allies of Bonaparte? Are you willing for the sake of annexing Canada to the Northern States, to submit to that overgrowing system of taxation which sends the European laborer supperless to bed, to maintain, by the sweat of your brow, armies at whose hands you are to receive a future master? Suppose Canada ours; is there any one among you would ever be, in any respect, the better for it?--the richer, the freer, the happier, the more secure? And is it for a boon like this that you would join in the warfare against the liberties of man in the other hemisphere, and put your own in jeopardy: or is it for the nominal privilege of a licensed trade with France that you would abandon your lucrative commerce with Great Britain, Spain, and Portugal, and their Asiastic, African, and American dependencies. . . .?"

1. What war do you think the speaker is referring to? Why?
2. Why does he think war is foolish in this instance?

L. "Protection and patriotism are reciprocal. This is the road that all great nations have trod. Sir, I am not versed in this calculating policy; and will not, therefore, pretend to estimate in dollars and cents the value of national independence or national affection. I cannot dare to measure in shillings and pence, the misery, the stripes, the slavery of our impressed seamen; nor even to value our shipping, commercial and agricultural losses, under the Orders in Council and the British system of blockade. . . .if they persist in such daring insult and injury to a neutral nation, that, however inclined to peace, it will be bound in honor and interest to resist. . . .The manly spirit of that section of our country will not submit to be regulated by any foreign power."

1. What does this speaker think?

Lesson 5

WARS TO PROTECT OR POSSESS?

I. Mexican War
   A. Rivalry for territory
   B. Border incident
   C. Post-war annexations

II. Spanish-American War
   A. Anti-colonial sentiments and yellow journalism
   B. Desire for world power
   C. Maine incident
   D. Territorial gains

III. Panamanian Rebellion
   A. Desire for canal
   B. Negotiations with Columbia
   C. United States action
   D. The Canal Zone

Problem

Were these United States actions justified?

a. Were the provocations for war real or invented?

b. Could the United States have eventually gained the same territory or a canal without war?

c. Could the United States have protected its security without the gains of these conflicts?

Activities for Sub-problem a: Were the provocations for war real or invented?

Student reports:

1. The explosion on the Maine
2. The "spot resolution"
3. The notion of "Manifest Destiny"
4. The newspaper rivalry of Hearst and Pulitzer (yellow journalism)

5. DeLome's letter
6. Teddy Roosevelt's hopes for a canal
7. Actions of Spanish officials and Cuban revolutionaries in revolt
8. Concessions by Spanish to demands of the United States (Cuban revolution)
9. Conflicting claims to lands between rivers (Texas)
10. Mexican attitudes toward Texas independence and annexation to the United States
11. Rebellion in Panama
12. Dispatchment of U. S. gunboats to Panama
13. Maneuverings of General Zachary Taylor and Mexican general at borders (Texas)
14. President Polk's diary and Mexican War

Displays:

1. Map of Texas, shading in disputed territory
2. Map of Panama showing the military reason for sending U. S. gunboats

Creative Writing Exercise:

1. Describe for a newspaper story an incident between Cuban revolutionaries and the Spanish: once without emotional words or partiality, again with such overtones.

Buzz groups:

1. Were the provocations for war and rebellion real or invented? Explain.
2. Would the United States have gone to war with Spain without the Maine explosion?
3. What is a "jingo"?

Conclusion

I think the provocations for war were (real - invented) because _____

_____

_____

_____

Activities for Sub-problem b: Could the United States have eventually gained the same territory or canal without war?

Student reports:

1. United States' attempts to purchase Mexican territory
2. United States' efforts to purchase rights to the Canal Zone
3. American colonists in California
4. Possibilities of a canal through Nicaragua
5. Negotiations with Spain prior to war in 1898
6. Seizure of Puerto Rico and the Philippines

Displays:

1. Map showing territorial acquisitions of Mexican War
2. Map showing territorial acquisitions from Spanish-American War

Buzz groups:

1. With American colonists migrating west at the same or greater rate, could Mexico have kept control of the west?
2. Would Spain have soon conceded Cuban independence if pressure had continued?

Conclusion

Eventually the United States (could - could not) have made the same gains because _____

_____

_____

_____

Activities for Sub-problem c: Could the United States have protected its security without the gains of these conflicts?

Guest speakers:

1. Naval officer: Importance of the canal
2. Latin American student: Latin American view of the three conflicts and how they affect attitudes toward the United States today

Displays:

1. Map of Western Hemisphere comparing miles of extra sea travel around South America with the shorter canal route

Buzz groups:

1. Was national security or national prestige the motive of the Mexican War? The Spanish-American War?

Conclusion

Without these gains the United States (could - could not) have protected itself because _____

_____

_____

_____

U. S. HISTORY II

Overall Judgement

I think the following United States actions (were - were not) justified because _____

_____

_____

_____

Films

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Lesson 6

SETTLING DISPUTES BY NEGOTIATION

I. Alabama claims
   A. Confederate warship from Britain
   B. Resulting Union losses
   C. Settlement of claims

II. Oregon controversy (1846)
   A. Territorial claims
   B. 54' 40 or Fight!
   C. Treaty of 1846

III. United States intervention (1895)
   A. Venezuelan boundary dispute
   B. United States' demands
   C. Arbitrated settlement

Problem

Could war have more satisfactorily solved these disputes?

a. Why were the United States and Great Britain willing to compromise?
b. How did the methods or means of negotiation differ?
c. How were the gains and losses balanced in the compromises?

Activities for Sub-problem a: Why were the United States and Britain willing to compromise?

Student reports:

1. The shared cultural heritage
2. The desire for good trade relations (Polk's low tariff policies, British repeal of the Corn Laws)
3. The Organization of Peace Societies with branches in both Great Britain and the United States
4. British anger with German Kaiser (His 1896 telegram of congratulations to Paul Kruger of the Transvaal in South Africa for fighting off a British group.)
5. Opinion of British newspapers and the Prince of Wales regarding Venezuelan boundary dispute

6. The strength of the British claim in Venezuelan boundary dispute
7. Friendship of Daniel Webster and Lord Ashburton (1842)
8. The preponderance of American settlers in southern Oregon
9. Decline of the fur trade on the Columbia River
10. Efforts of Lord Aberdeen (Oregon)
11. Charles Sumner's demands for compensations
12. The Alabama, the Florida, the Shenandoah

Buzz groups:

1. Do you think the United States would have been as willing to compromise with Japan or Germany?
2. What risks were involved in war? What if war had occurred?
3. What role did newspapers play in promoting compromise in the public's mind? Do they over play this role today?

Conclusion

I think the United States and Great Britain were willing to compromise because _____

_____

_____

_____

_____

Activities for Sub-problem b: How were the methods or means of negotiation different?

Student reports:

1. Arbitral recommendation of the King of the Netherlands (Maine boundary)
2. Diplomacy: Daniel Webster and Lord Ashburton
3. Diplomacy: Lord Aberdeen and American policy makers
4. President Cleveland's support of arbitration
5. Selection of arbitration commission (Venezuelan boundary dispute)
6. Process of arbitration
7. Settling of Alabama claims by arbitration

Buzz groups:

1. What are the advantages and disadvantages of arbitration?

Conclusion

I think the negotiations are alike and different in the following ways:

_____

_____

_____

Activities for Sub-problem c: How were the gains and losses balanced in the compromises?

Student reports:

1. Olney - Pauncefote treaty (provisions)
2. Webster - Ashburton treaty (provisions)
3. Treaty of 1846 (provisions)
4. Treaty of Washington and Geneva award

Displays:

1. Maps showing disputed territories and eventual compromises for each of the following:
   a. Venezuelan boundary dispute
   b. Maine boundary dispute
   c. Oregon boundary dispute
   d. Chart comparing losses to compensation

Buzz groups:

1. Do you think the gains and losses were evenly balanced for each side in the compromises?
2. Do you think the United States deserved compensation from Britain?

Conclusion

The gains and losses (balanced - were unbalanced) as follows: _____

_____

_____

_____

Overall Judgement

I think war (could - could not) have solved these disputes more satisfactorily because: _____

_____

_____

_____

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Lesson 7

IN PURSUIT OF NEUTRALITY
(1914-1939)

I. United States trade with warring nations
   A. Profits
   B. Interference with shipping and travel
   C. Wilson's final ultimatum

II. Growth of isolationist sentiment

III. Neutrality laws after World War I
   A. Arms embargo
   B. Outlaw of travel on belligerent ships
   C. Unarmed ships
   D. Denial of loans

Problem

Was neutrality realistic?

a. Were United States' actions neutral and impartial before American entrance into war?

b. Could the United States have continued to be a so-called trading "neutral" throughout the war?

c. What are the arguments for and against neutrality and neutrality laws?

Activities for Sub-problem a: Were United States' actions before World War I neutral and impartial?

Student reports:

1. International law on the rights of neutrals before 1914
2. The flotation of an Anglo-French loan in the United States (September, 1915)
3. Comparison of United States trade with Allies and with Central Powers
4. Views of William Jennings Bryan concerning American neutrality and his resignation
5. Views of Robert Lansing and William McAdoo on neutrality

6. American public opinion and the war
7. British control of information about war
8. American munitions industries

Displays:

1. Map showing lines of blockade and shipping lanes
2. Graph showing increases and declines in American trade with warring nations (1914-1917)

Musical expression:

1. "I Didn't Raise My Boy To Be a Soldier"
2. "Over There"

Dramatization and demonstration:

1. Role-play a conversation between two bankers on the importance of trade with the Allies and loans.
2. Role-play conversation between two people reading newspaper reports of German atrocities

Buzz groups:

1. Can a nation be considered a neutral if it trades more with one belligerent nation than the other?
2. How would you feel about American trade if you had been German?

Conclusion

I think U. S. actions before 1917 (were - were not) neutral and impartial because _____

_____

_____

_____

Activities for Sub-problem b: Could the United States have continued to be a so-called trading "neutral" throughout the war?

Student reports:

1. Zimmermann Note
2. Unrestricted submarine warfare
3. Sussex Pledge
4. Search and seizure policies
5. British use of American flag
6. German saboteurs and American munition factories
7. German warning and sinking of Lusitania
8. British blockade
9. American prosperity and the war trade
10. British contraband list
11. The embargo of 1810

Displays:

1. Illustrate or display models of items purchased by Allies from America
2. Model of German U-boat and Lusitania floating in our aquarium
3. Chart of submarine toll of American shipping
4. Illustrate items in British contraband list

Creative writing:

1. World War I without America

Buzz groups:

1. Do you think that a German victory would have endangered American security?

Conclusion

I think the United States (could - could not) have continued to trade and remained neutral throughout the war because _____

_____

_____

_____

_____

Activities for Sub-problem c: What are the arguments for and against neutrality and the neutrality laws?

Student reports:

1. Views of William H. Borah, Senator from Idaho
2. Events which led to American entry into World War I
3. The America First Committee
4. Cash-and-carry provisions of 1937 Neutrality Act
5. Louis Ludlow and his proposal for a war referendum
6. Gerald P. Nye and the munitions investigation committee
7. Merchants of Death by Englebrecht and Hanighen
8. Road to War by Walter Millis
9. Quarantine speech (October, 1937) by Franklin Roosevelt
10. Wilson's arguments for American membership in the League of Nations
11. Article X of League Covenant
12. The "national interest" or "national goals in foreign policy" and the problem of neutrality

Displays:

1. Cartoon of ostrich with head in sand (labeled U. S.)
2. Cartoon chaining the munitions makers and bankers to the Statue of Liberty
3. Chart showing American profits in war trade

Buzz groups:

1. What is economic neutrality?
2. What if a powerful nation attacked a weaker nation which lacked munitions factories? What would be the effect of an American arms embargo?
3. Can the United States be the world policeman?
4. Can the United States afford to be aloof from world conflicts which might affect her interests?

Conclusion

An argument for neutrality is _____

_____

_____

An argument against neutrality is _____

_____

_____

Overall Judgement

I think neutrality (is - is not) a realistic foreign policy because _____

_____

_____

_____

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4. American Heritage, World War I
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Discovery Exercise

Lesson 7

COULD THE UNITED STATES REMAIN "NEUTRAL?"

A. "Germany was dependent upon imports both for the physical means of conducting the war and for the equally vital maintenance of national morale. The problem of raw materials and food-stuffs hung its shadow over her from beginning to end. It was the business of the Allies to cut off those imports to the last ton.

"The process led inevitably to conflict with the interests and the feelings of neutrals, especially of the greatest of neutrals, the United States. . .

"In the first place, the Allies extended the traditional principle of the belligerent's right to seize contraband, by adding to the list of contraband articles. . . and by the control of neutral vessels through the right of visit and search. In the second place, contending that German infractions of maritime law gave the Allies the right to reprisals, they proceeded to interrupt all commerce whatsoever with Germany. . . Finally they introduced a third general policy, that of rationing the neutrals of northern Europe, permitting them to import only sufficient for their normal needs and thus preventing transshipment to Germans. . . ."

1. Why did the British want to cut off American trade with Germany? With European neutral nations?
2. Do you think the British had a right to interfere with American trade with neutral European nations? With Germany?

B.

"Europe via Liverpool
LUSITANIA
Fastest and Largest Steamer Now in Atlantic Service
Sails Saturday, May 1, 10 a. m. . . . .

NOTICE!

« Travellers intending to embark on the Atlantic voyage are reminded that a state of war exists between Germany and her allies and Great Britain and her allies; that the zone of war includes the waters adjacent to the British Isles; that, in accordance with formal notice given by the Imperial German Government, vessels flying the flag of Great Britain, or of any of her allies, are liable to destruction in those waters and that travellers sailing in the war zone on ships of Great Britain or her allies do so at their own risk." »

Imperial German Embassy

1. Where do you think this might have appeared?
2. What is this notice trying to do?

C. "In view of recent acts of the German authorities in violation of American rights on the high seas which culminated in the torpedoing and sinking of the British steamship Lusitania on May 7, 1915, by which over 100 American citizens lost their lives, it is clearly wise and desirable that the Government of the United States and the Imperial German Government should come to a clear and full understanding as to the grave situation which has resulted. . .

It assumes. . . that the Imperial Government accept, as of course, the rule that the lives of non-combatants, whether they be of neutral citizenship or citizens of one of the nations at war, cannot lawfully or rightfully be put in jeopardy by the capture or destruction of an unarmed merchantman, and recognize also, as all other nations do, the obligation to take the usual precaution of visit and search to ascertain whether a suspected merchantman is in fact of belligerent nationality or is in fact carrying contraband of of war under a neutral flag. . . ."

1. Do you think the United States should be responsible for American travellers aboard the British ship Lusitania? Why or why not?
2. Do you think that it was fair to demand that unarmed ships be searched and evacuated before sunk?

D. "If the commander of the German submarine which destroyed the Lusitania had caused the crew and travellers to put out in boats before firing the torpedo, this would have meant the sure destruction of his own vessel. After the experiences in the sinking of much smaller and less seaworthy vessels, it was to be expected that a mighty ship like the Lusitania would remain above water long enough, even after the torpedoing, to permit the passengers to enter the ship's boats. Circumstances of a very peculiar kind, especially the presence on board of large quantities of highly explosive materials, defeated this expectation. In addition, it may be pointed out that if the Lusitania had been spared, thousands of cases of ammunition would have been sent to Germany's enemies and thereby thousands of German mothers and children robbed of their supporters. . . .

The Imperial Government believes that. . . adequate facilities for travel across the Atlantic Ocean can be afforded American citizens. There would, therefore, appear to be no compelling necessity for American citizens to travel to Europe in time of war on ships carrying the enemy flag."

1. How does this author explain the sudden sinking of the Lusitania after it was hit by a torpedo?
2. How does this author attempt to justify the submarine's surprise attack without evacuating passengers? Do you agree or disagree?
3. Do you think the United States Government should have forbidden American travel on foreign ships?

E. "The German Government. . . notifies the Government of the United States that. . . merchant vessels. . . both within and without the area declared as naval war zone shall not be sunk without warning and without saving human lives, unless these ships attempt to escape or offer resistance. . .

"Neutrals cannot expect that Germany. . . shall for the sake of neutral interest restrict the use of an effective weapon if her enemy is permitted to continue to apply at will methods of warfare violating the rules of international law. . . ."

1. What does Germany seem to expect from the United States in return for her restrictions on submarine warfare? Does this seem fair?

F. "Great Britain is, and always has been, our best customer. Since the war began, her purchases and those of her Allies (France, Russia, and Italy) have enormously increased. Food products constitute the greater part of these purchases, but saddles, horses, and mules and a variety of things, are a big item. The high prices for food products have brought great prosperity to our farmers, while the purchases of war munitions have stimulated industry and have set factories going to full capacity. . . . Our prosperity is dependent on our continued and enlarged foreign trade. To preserve that we must do everything we can to assist our customers to buy. . .

"It is imperative for England to establish a large credit in this country. She will need at least $500,000,000."

1. Why did the Allies want American loans?
2. Who profited from selling to the Allies besides the makers of munitions?
3. Why did the writer think that the United States should help the Allies by giving them generous credit terms?
4. Do you think this is fair?

G. "In view of the many assumptions of loyalty and patriotism on the part of some of those who favor the solution, and insinuations by them of cowardice and disloyalty on the part of those who oppose it, . . . let me at once remind the House that it takes neither moral nor physical courage to declare a war for others to fight. . . .

"In my judgement, we could keep out of the war with Germany as we kept out of the war with Great Britain, by keeping our ships and citizens out of the war zone of Great Britain. And we would sacrifice no more honor, surrender no more rights in the one case than in the other. . . .

"War upon the part of a nation is sometimes necessary and imperative. But here no invasion is threatened. Not a foot of our territory is demanded or coveted. No fundamental right is asked to be permanently yielded or suspended. No national policy is contested.

1. What clues tell you the group which the speaker is addressing?
2. How does this speaker feel war could have been avoided? Do you agree or disagree?

H. "The committee finds such practices on the part of many munitions company to be highly unethical, a discredit to American business. . . .

"The committee finds, further, that the constant availability of munitions companies with competitive bribes ready in outstretched hands does not create a situation where the officials involved can, in the nature of things, be as much interested in peace and measures to secure peace as they are in increased armaments.

"The foreign policy of the United States from 1914 to 1917 was, in fact, affected by our growing trade with the Allies as well as by natural sympathies. The neutral rights we claimed were simply not enforced against our largest customers."

1. Where do you think this committee might have been organized?
2. What was its purpose?
3. What was its conclusion?

I. "Whenever the President shall find that there exists a state of war between or among, two or more foreign states, the President shall proclaim such fact, and it shall thereafter be unlawful to export, or attempt to export, or cause to be exported, arms, ammunition, or implements of war from any place in the United States to any belligerent state. . . .

"Whenever the President shall have issued a proclamation, . . . it shall thereafter be unlawful for any person within the United States to purchase sell, or exchange bonds, securities of any belligerent state. . . or to make any loan or extended any credit to any such government, political subdivision, faction, ...

"Whenever the President shall have issued a proclamation. . . it shall thereafter be unlawful. . . for any American vessel to carry any arms, ammunition, or implements of war to any belligerent state. . . .

"Whenever the President shall have issued a proclamation. . . . it shall thereafter be unlawful for any citizen of the United States to travel on any vessel of the state or states named in such proclamation. . . ."

1. What is the above? From what are these sections being quoted?
2. What circumstances before American entry into World War I might be taken as the event which motivated the authors to make each of the prohibitions or restrictions?
3. What are the advantages of such decisions?
4. What are the disadvantages? How do you feel?

Lesson 8

THE FAILURE OF APPEASEMENT

I. Collective security agreements
   A. The League covenant
   B. The Nine Power Pact
   C. Paris Peace Pact

II. Aggressions and appeasements
   A. Japanese
   B. Italian
   C. German
   D. Russian

III. End of appeasement: December 7, 1941

Problem

Did United States foreign policy encourage appeasement of aggressors?

a. What were the aggressions?
b. What steps were taken by the United States and other world powers in response to aggressors?
c. Why were no stronger measures taken against aggressors?
d. Could stronger actions have prevented World War II?

Activities for Sub-problem a: What were the aggressions?

Student reports:

1. Japanese desire for raw materials
2. Japanese investments and special privileges in Manchuria before 1931
3. The Mukden Incident (1931), conquest of Manchuria and establishment of Manchukuo
4. Italian attack on Ethiopia
5. Rearmament of Germany and reoccupation of the Rhineland
6. German occupation of Austria
7. German occupation of Sudetenland
8. Japanese attack on China (1937)

9. Italian occupation of Albania
10. German attack on Poland
11. German philosophy of racial superiority
12. Japanese philosophy of racial superiority
13. Japan's plan for Greater East Asia
14. The Panay Incident (1937)
15. Rome-Berlin Axis
16. Blitzkrieg
17. Russian aggression in Poland and Finland

Displays:

1. Maps of Europe shading in occupied countries by year
2. A Japanese flag of rising sun (explain)
3. Cartoons of Hitler's scapegoat arguments, glorification of warfare and "German race"
4. Sign warning Germans against patronizing Jewish stores

Dramatization and demonstration:

1. Give a speech by Adolf Hitler (Copeland and Lamm, The World's Great Speeches)

Buzz groups:

1. Why do people tend to accept claims that they are superior to other nationalities or races?
2. How did the aggressors attempt to justify their expansion? (what arguments?)
3. Do you think the average German was persuaded by the propaganda of his government?

Conclusion

The aggressions before World War II were _____

_____

_____

_____

Activities for Sub-problem b: What steps were taken by the United States and other world powers in response to aggression?

Student reports:

1. Henry L. Stimson's "Nonrecognition Doctrine"
2. The Lytton Commission report on Japan's occupation of Manchuria
3. The Brussels Conference (1937)
4. League Sanctions against Italy
5. The Munich conference
6. Roosevelt's letter to Hitler and Mussolini
7. France's renouncing of its alliance with Czechoslovakia (1939)

8. The "phony war"
9. Roosevelt's "quarantine" speech
10. Cordell Hull's reciprocal trade treaties
11. Russian's efforts to ally with France and Great Britain
12. Soviet-Berlin nonaggression pact
13. United States loans to China
14. United States trade with Japan
15. America First Committee and Committee to Defend America by Aiding the Allies
16. United States naval building program
17. Roosevelt's attempt to repeal neutrality laws
18. "Destroyers-for-bases" deal and Lend-lease

Displays:

1. Cartoons on aggression and appeasement response

Dramatization and demonstration:

1. Tableaux on the "phony war" (cafe scenes vs. German war preparation etc.)
2. Dramatize Chamberlain at London airport after Munich, waving paper and promising "peace in our time" to the crowd

Buzz groups:

1. Why do you think the United States continued to sell strategic materials and machine tools to Japan after her attack on China?
2. Were American neutrality acts really "neutral" in the case of Italy's attack on Ethiopia and Germany's attack on Poland and France?
3. Do you think Roosevelt wanted to do more to halt aggression than Congress permitted?

Conclusion

In response to aggression, the United States and other world powers _____

_____

_____

_____

Activities for Sub-problem c: Why were no stronger measures taken against aggressors?

Student reports:

1. The pacifism of President Herbert Hoover
2. World-wide depression
3. United States profits in trade with Japan
4. Promises and arguments of Hitler
5. American confidence in the ocean buffer
6. Disillusionment over World War I

7. American resentment of debt default by European nations
8. Military unpreparedness of western democracies
9. Lack of unity among non-axis nations

Displays:

1. Charts showing United States trade with Japan in war materials (Congressional Record, 75th congress, 3 session, June, 1938, pt. 8 p. 8485. Also, vol. 87, pt. 2, p. 1185, Feb., 1941)
2. Isolationist posters and banners demanding neutrality

Dramatization and demonstration:

1. Speeches by Charles Lindbergh of America First Committee and the Committee to Defend America by Aiding the Allies (Sept., 1940)
2. Debate between two senators over proposed changes in Neutrality Acts

Buzz groups:

1. Do you see a rise in isolationist feeling in the United States as a result of Vietnam?
2. Would the United States have fought if Pearl Harbor had not been attacked?

Conclusion

No stronger measures were taken against aggressors because _____

_____

_____

_____

Activities for Sub-problem d: Could stronger actions have prevented World War II?

Student reports:

1. Economic sanctions (possibilities)
2. Police action by League powers (possibilities)
3. Military preparedness by non-aggressors (possibilities)
4. Sealed envelope given to commanding general when German troops moved into Rhineland

Displays:

1. Map of Pacific showing ways Japan might have been blockaded from the sea

Buzz groups:

1. Could economic sanctions or the cutting off of trade with Japan in 1937 by France, Russia, England, and the United States have prevented the Pearl Harbor attack?

2. Would the repeal of American Neutrality Acts in 1937 have strengthened the victims of the aggressors and thus limited the scope of war?
3. What if other world powers had fought together for the defense of Poland as they did in Korea?
4. If Hitler had not been assured by neutrality acts that the United States would be neutral, do you think he would have been as daring?

Conclusion

I think stronger measures (could - could not) have prevented World War II because _____

_____

_____

_____

Overall Judgement

American policy during the 1930's (did - did not) encourage other nations to appease aggressors because _____

_____

_____

_____

_____

Films

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5. Wade, Wilder, Wade, A History of the United States, pp. 623, 631, 633-36, 640-42, 714-20, 730

Lesson 9

ATTEMPTS TO ORGANIZE FOR WORLD COOPERATION

I. The Hague Court

II. The League of Nations
   A. Debate forum
   B. Arbitration and mediation
   C. Sanctions

III. The Pact of Paris (1928)

IV. The United Nations
   A. Debate forum
   B. Police powers
   C. Arbitration and mediation
   D. Sanctions

Problem

Can world organizations promote world peace and cooperation?

a. What have been the successes of world organizations for peace?

b. What have been the problems and failures of world organizations in mediating disputes and exercising authority?

c. Can the problems of world organizations in exercising authority and mediation be overcome?

d. Are there better ways than world organizations to obtain world peace?

Activities for Sub-problem a: What have been the successes of world organizations for peace?

Student reports:

1. Arbitration of Venezuelan debts and end of blockade (1903)
2. Boundary dispute between Turkey and Britain over Iraq (League)
3. Boundary dispute between Germany and Poland over Silesia (1922)
4. Dispute between Sweden and Finland (1921)
5. Arbitration of Northeast Fisheries (1909)

6. The Korean police action (1950's)
7. Peace keeping military force to Palestine (United Nations)
8. Peace keeping military force to Cyprus (United Nations)
9. Peace keeping military force to the Congo (United Nations)
10. United Nations as a world forum for debate
11. World Health Organization (United Nations)
12. UNESCO activities (United Nations)
13. International Monetary Fund and World Bank (United Nations)

Displays:

1. Maps of peaceful boundary adjustments made through world organizations

Conclusion

The success of world organizations have been _____

_____

_____

_____

Activities for Sub-problem b: What have been the problems and failures of world organizations in mediating disputes and exercising authority?

Student reports:

1. Dispute between Poland and Lithuania over the city of Vilna (1922)
2. French occupation of the Ruhr (1920's)
3. Membership of the League of Nations
4. Participation in the Hague Conferences
5. Membership of the United Nations
6. League response to the Manchurian Crisis of 1931
7. League response to Ethiopian Crisis of 1935
8. United Nations' response to Indo-Chinese War
9. The revenue problems of the United Nations
10. Matters considered as outside League jurisdiction by Covenant
11. Restrictions on matters to be considered by Hague Court
12. Jurisdiction of United Nations (as in charter)
13. "Veto powers" and United Nations
14. Senator Henry C. Lodge's 14 Reservations
15. Conflict between sovereignty or desire for independent action and collective security
16. The Connally Amendment (1946)

Dramatization and demonstration:

1. Haile Selassie's speech before the League asking for assistance (Ethiopian Crisis)

Buzz groups:

1. Can an organization be strong if it has no sure source of funds?

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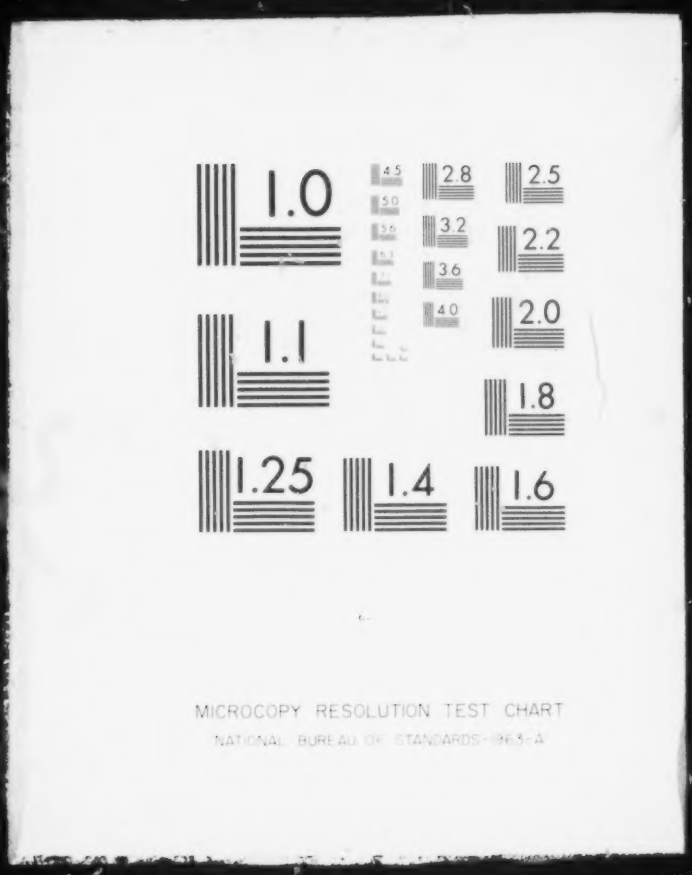

2. The Hague Court was not to deal with treaties which affected the "vital interests, the independence, or the honor of the two contracting parties." What do you think of this? Was it necessary to get the world powers to confer? Did it show too much power from the Hague Court?

Conclusion

The problems and failures of world organizations are _____

_____

_____

_____

Activities for Sub-problem c: Can the problems of world organizations in exercising authority and mediation be overcome?

Student reports:

1. Difficulties of Articles of Confederation
2. Proposals for solving financial support of United Nations
3. Comparison of a confederation to a federation of nations
4. Nationalism and internationalism

Displays:

1. Charts of organizational schemes

Creative writing:

1. The United States of Europe: 1990 A.D. (an evolvement out of the Common Market)
2. United Nations of Earth: 2050 A.D. (a federation of nations)

Dramatization and demonstration:

1. Armed conflict arises between Rumania and Turkey. Both the United States and the Soviet Union want to avoid a confrontation but both are committed through military alliances to defend one of the belligerents. Rumanian and Turkish espionage agents and revolutionaries are actively trying to undermine and overthrow the other's government. Can you, in a miniature United Nations, solve this?

Buzz groups:

1. What forces or events do you think would force or lead nations to unity?
2. Would the removal of the veto power strengthen and United Nations?
3. Can a means be found to insure the fulfillment of promises when crisis occurs?

Conclusion

The problems of world organizations (can - cannot) be overcome. My recommendation is _____

_____

_____

_____

Activities for Sub-problem d: Are there better ways than collective world organizations to obtain world peace?

Student reports:

1. Summit Conferences (1950's)
2. Military alliances (NATO, SEATO, Warsaw Pact)
3. Military alliances before World War I
4. Summit Conferences (1960's)
5. The "balance of power" concept
6. Diplomatic isolation

Displays:

1. Colored map of military alliances

Creative writing:

1. December 7, 1990: The day the Soviets announce the development of a new weapon for which we have no defense

Buzz groups:

1. Is the "balance of power" (where nations equalize each other with arms and allies) a good way to keep peace?
2. What are the strengths and weaknesses of summit conferences?
3. How is "balance of power" changed and maintained? Is it too delicate and unstable or is it a realistic approach?

Conclusion

There are alternatives to peace-making by world organizations which are:

_____

_____

_____

Overall Judgement

I think world organizations (are - are not) good ways to promote cooperation and peace because _____

_____

_____

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Lesson 10

THE COLD WAR

I. Clouds of Suspicion

II. Descent of the Iron Curtain

III. American Containment Policy
   A. Foreign aid
   B. Military alliance

IV. Soviet-American competition

Problem

Is United States-Soviet cooperation a possibility or an unrealistic dream?

a. How did distrust and competition between the two countries develop after 1917?

b. Has there been any cooperation in the past?

c. Are there areas in which both nations could benefit from further cooperation?

d. Are the obstacles to cooperation too great to be overcome?

Activities for Sub-problem a: Why did distrust and competition develop between the two countries after 1917?

Student reports:

1. Russian repudiation of war debts (World War I)
2. Allied assistance to "white armies" against Bolsheviks (Russian Revolution)
3. Comintern (1919) and the Cominform (1947)---plans for take-over
4. The Palmer Raids (1920)
5. United States' refusal to recognize the Soviet Union before 1933
6. Soviet-German hostility and its reversal (Soviet-German Nonaggression Pact, 1939)
7. Soviet attack on Finland
8. War-time suspicions and distrust
9. Internal subversion and the ousting of Communists from Western European governments (spring, 1947)

10. The purge of non-communists from communist-imposed Eastern European governments (summer, 1947)
11. The Truman Doctrine and the Marshall Plan
12. Communist take-over of Czechoslovakia (February, 1948)
13. The Berlin Blockade (1948-49)
14. NATO and the Warsaw Pact
15. COMECON (Soviet-sponsored Council for Murual Economic Assistance - Eastern Europe)
16. Hungarian revolt (1957)
17. Cuban missile crisis

Displays:

1. Maps showing nations in Western Alliance, Soviet Alliance, and neutrals
2. Map showing United States military bases which encircle the Soviet Union
3. Cartoons depicting mutual Soviet-American suspicion

Dramatization and demonstration:

1. Tableaux on moves and counter-moves of the United States and the Soviet Union after World War II

Conclusion

I think that distrust and suspicion developed between the two countries because _____

_____

_____

_____

Activities for Sub-problem b: Has there been any cooperation in the past?

Student reports:

1. American relief to Russian people during famine of 1921
2. United States recognition of the Soviet Union (1933)
3. Reciprocal trade treaty and Soviet-American trade
4. War-time cooperation (World War II)
5. The founding of the United Nations
6. Mutual agreement to restore Austrian sovereignty (1955)
7. Cooperation within the United Nations to settle Suez Crisis of 1956
8. The Geneva Summit Conference of 1955 and Khrushchev's visit to the United States
9. American-Russian establishment of the "hot line" from Washington to Moscow
10. Nuclear Test Ban Treaty of 1963
11. Soviet-United States Cultural Exchange Program
12. Soviet-American Tourist Trade
13. Cooperation in exploring Antarctica
14. Soviet-American exchange of medical knowledge

Displays:

1. Pictures, magazine and newspaper articles on Soviet-American cooperation
2. Literature and information on Russian tours from Soviet Embassy

Dramatization and demonstration:

1. Russian youth dancing to American jazz and rock music
2. Russian people reading American authors and vice-versa

Conclusion

Instances of cooperation in the past have been in the fields of _____

_____

_____

_____

Activities for Sub-problem c: Are there areas in which both nations could benefit from further cooperation?

Student reports:

1. Nuclear threat
2. China's hostility to both the Soviet Union and the United States
3. Cost of armaments to both nations
4. United Nation's agencies for world health and progress
5. The German re-unification question
6. Peace efforts in the Middle East
7. Exploration of outer space
8. Medical and scientific advancement

Displays:

1. Chart on cost of armaments to both nations
2. Cartoons of Soviet-American interests for cooperation
3. Trading and bargaining table between Soviet Union and United States (stakes illustrated)

Buzz groups:

1. Do you think the United States will ever be an ally of the Soviet Union in a war against China?
2. Would you agree to a cooperative space effort by the United States and the Soviet Union?
3. Would you like to have a Russian exchange student in your school? Would you be one in Russia?

Conclusion

I think that there (are - are not) areas in which both could benefit from further cooperation because _____

_____

_____

_____

Activities for Sub-problem d: Are the obstacles to cooperation too great to overcome?

Student reports:

1. Fear of each country for the other
2. Nationalism vs. internationalism
3. Incentive system in Soviet factories
4. Poll adults and students on their image of a Russian and on whether they would be willing to attempt greater cooperation
5. The Soviet view of how communism will spread to rest of world
6. Possibility of Soviet-American exchange students
7. American Containment Policy
8. Further possibilities for cultural exchange
9. Books by Soviet authors which Americans read and American books which Russians read
10. The ways Russian and American families and youth are different and alike

Displays:

1. Cartoons or drawings on American mental images of a Russian

Creative writing:

1. The treaty ending the Cold War: 2002 A.D.

Dramatization and demonstration:

1. Role-play or simulate a disarmament conference
2. Role-play a conversation between a Russian and American student

Buzz groups:

1. Some observers say that the Soviet Union will become less militant and more peaceful as it becomes a "have" nation and develops its resources. Do you agree or disagree? Why?
2. Would it be politically "dangerous" for politicians and leaders in the Soviet Union and the United States to be friendlier to the other? Why or why not?
3. Is the cold war in part "international status seeking"?
4. How do you think the Russian people see or picture Americans?
5. Do you think a further attempt at cooperation is a good or bad idea? Why?

Conclusion

I think the obstacles to cooperation (are - are not) too great to be overcome because _____

_____

_____

_____

Overall Judgement

I think United States cooperation is a (possibility - dream) because _____

_____

_____

_____

Films

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4. Todd, Curti, Rise of the American Nation, pp. 769-72
5. Wade, Wilder, Wade, A History of the United States, pp. 755-75, 825-27, 831-33

Lesson 11

EMERGENCE OF COMMUNIST CHINA
(1920 to Present)

I. Rise of Chinese nationalism
   - A. Sun Yat Sen
   - B. Chiang Kai-Shek
   - C. Mao Tse Tung

II. War and civil war
   - A. Internal power struggle
   - B. American foreign aid
   - C. Communist victory

III. China today
   - A. Technological gains
   - B. Sino-Soviet split
   - C. Militancy

Problem

Will the United States be able to co-exist with Communist China?

a. Was the force of nationalism in 20th century China a factor in Chinese history?

b. Should the Communist victory in 1949-50 be described as a military victory or a political victory?

c. What has fostered distrust between the Chinese Communists and the United States?

d. What obstacles must be overcome if tensions between the two countries are to be reduced? Can they be?

Activities for Sub-problem a: Was the force of nationalism in 20th century China a factor in Chinese history?

Guest speakers:

1. Local citizen who has been in China (church or military association)

Student reports:

1. Extra-territoriality and tariff treaties of foreign nations in China
2. Life of foreigners in Chinese port cities
3. The Anti-Christianity movement in China
4. Role of Christian-sponsored educational institutions in fostering Chinese nationalism
5. The Boycott: a Chinese weapon against foreign imperialism (May 4, 1919 - May 30, 1925)
6. Boxer Rebellion

Displays:

1. Map showing foreign spheres of influence in China
2. Photography or drawings of western life in treaty ports
3. Anit-foreign slogans and phrases on signs and banners

Dramatization and demonstration:

1. European and American ladies having tea, discussing the actions of militant Chinese nationalist with disgust. (They are served by Chinese servants)

Buzz groups:

1. Who do you think was the more nationalistic: Chiang Kai-Shek or Mao Tse Tung?
2. What if an Arab or French citizen in this country ran down and killed a child. If he could not be arrested and punished by American police, would you think that this was fair or unfair? Would you approve of their being tried in a court established nere by their country?

Conclusion

The force of nationalism (was - was not) a factor is Chinese history because

_____

_____

_____

Activities for Sub-problem b: Should the Communist victory in 1949-50 be described as a military victory or a political victory?

Student reports:

1. The partiality of the Nationalist Chinese toward cities and business within a rural nation of farmers
2. Inflation of the 1940's in China
3. The basis of Chiang's power (the army, the wealthy, etc.)
4. The dislike of the Nationalists by the academic and intellectual leaders in China

5. Comparison of the Nationalist and the Red armies: size, territory under control, equipment, morale, discipline
6. Peasant support for the Communists
7. Corruption in the Nationalist organization: mid-1940's
8. Desertions to the Communist ranks by Nationalist soldiers
9. American military and political advice to Chiang
10. Soviet and American roles and positions in Chinese Civil War
11. Comparison of Chiang and Mao: background, education, character

Displays:

1. Pictures or sketches of Chiang and Mao
2. Map showing territory controlled by the Nationalists and by the Communists at the end of World War II; map showing territory at a later date

Dramatization and demonstration:

1. Two Chinese farmers discussing the Nationalist and Communist claims and promises to the farmers

Buzz groups:

1. Would you describe China under the Nationalists as a dictatorship or a democracy?
2. How did the Japanese war in China affect the political fortunes of the Nationalists and Communists?
3. Do you think the United States could have prevented a Communist victory or merely postponed it?

Conclusion

I think the Communist victory in 1949-50 was a (military - political) victory because _____

_____

_____

_____

Activities for Sub-problem c: What has fostered distrust between the Chinese Communists and the United States?

Student reports:

1. American privileges and "imperial" interests in China
2. American military aid to the Nationalists
3. American support to Formosa
4. Chinese entry into the Korean War
5. General MacArthur's desire to take war to Chinese soil (Korean War)
6. Communist Chinese charges against the United States
7. Communist Chinese nuclear tests
8. American military bases in Asia
9. SEATO: Southeast Asia Treaty Organization

10. Chinese support of guerrilla warfare elsewhere in world
11. China as a model for developing nations
12. "Yellow peril" idea in American history
13. American support for the French colonialists in Indo-China
14. Communist and American involvement in Indo-China
15. The Wedemeyer Report and the Marshall Report
16. Biographical comparison of Chou En-lai and Wellington Koo

Displays:

1. "Yellow peril" cartoons
2. Map showing U. S. military bases in Asia

Dramatization and demonstration:

1. Quotations from Mao about the United States
2. Speech by an American diplomat against the admission of Red China into the United Nations
3. A peace corp worker argues with an African student over the worth of the teachings of Mao

Buzz groups:

1. How much of the distrust between China and the United States is real and how much is based on imaginary fears?
2. What do you think that China has to fear from the United States?
3. What do you think that America has to fear from China?

Conclusion

Distrust was fostered between the two countries because _____

_____

_____

_____

Activities for Sub-problem d: What obstacles must be overcome if tensions between the two countries are to be reduced? Can they be?

Student reports:

1. The United Nations and Red China
2. Trade with Red China (real and possible)
3. Recognition of Red China: Two China problems
4. Cultural exchanges and tourism---possibilities
5. Economic assistance
6. Roger Hilsman (Assistant Secretary of State, 1963) speech on Changing China Policy
7. Present State Department policy concerning travel in Communist China
8. Effect of Sino-Soviet split on United States-China policy

Displays:

1. Newspaper clippings on Red China and Formosa

Buzz groups:

1. Do you think we can reduce tensions before settling the question of the Nationalists on Formosa and Vietnam War?
2. Should we change our policy toward China now that it is no longer a close ally of the Soviet Union?

Conclusion

If tensions between the two nations are to be reduced, the following obstacles must be overcome: _____

_____

_____

_____

Overall Judgement

I think the United States (will - will not) be able to co-exist with Red China because _____

_____

_____

_____

Films

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Lesson 12

ASIAN COMMITMENTS

I. Korean "Police Action"
   A. Division of Korea
   B. Aggression and war
   C. Uneasy truce

II. Formosan Crisis
   A. Nationalist occupation
   B. Red Chinese ultimatum
   C. American defense commitment

III. The Indo-Chinese war
   A. The ousting of the French
   B. The Geneva Accord
   C. United States support of South Vietnam
   D. The American dilemma

Problem

To what extent should the United States be involved in Asia?

a. What arguments and events prompted American action in Asia?
b. How has the United States attempted to affect Asian affairs?
c. What are the consequences of American action in Asia? What should future policies be?

Activities for Sub-problems a: What arguments and events prompted American action in Asia?

Guest speakers:

1. Representative from a church to discuss missionary activities in Far East

Student reports:

1. European areas or spheres of influence in China
2. Hopes of trade bonanzas in China

3. Dollar Diplomacy (Taft Administration)
4. The surrender of the Philippines (War of 1898)
5. President McKinley's argument for occupation and assumption of the Philippines
6. The growth of American-Japanese trade to 1941
7. Japanese attack of China (1937) and the bombing of civilians
8. Axis Pact (1940)
9. American tour by Madame Chiang Kai Shek and her appeal to Congress
10. The sinking of USS Panay (1937)
11. Nationalist Chinese on Formosa
12. The ousting of the French and Geneva Accord
13. Invasion of South Korea
14. Chinese Communist interest in expanding into Southeastern Asia (before 1965)
15. "Domino" theory of effects of Communist victory

Displays:

1. Map locating Formosa and Philippines
2. Map showing European "spheres" of influence in China

Dramatization and demonstration:

1. President McKinley's explanation for retaining the Philippines
2. Role-play a speech by a missionary returned from China concerning Japanese bombing of civilians

Conclusion

Arguments and events which have influenced American involvement are _____

_____

_____

_____

Activities for Sub-problem b: How has the United States attempted to affect Asian affairs?

Student reports:

1. Open Door Policy
2. Mathew Perry and opening of Japan
3. American missionary activity in Far East
4. American aid to Chiang Kai Shek (before 1949)
5. American aid to Formosa
6. American defense commitment to Formosa
7. Division of Korea
8. American defense of South Korea
9. American occupation of Japan (post-war)
10. American aid to the French in Indo-China (post-war)
11. American refusal to sign Geneva Accord
12. SEATO Pact (Southeast Asia treaty organization)

13. American aid to South Vietnam under Eisenhower
14. American aid to South Vietnam under Kennedy
15. American involvement in South Vietnam under Johnson
16. American involvement in Indo-China under Nixon

Displays:

1. Map of SEATO nations
2. Maps of Korea showing high and low fortunes of war and eventual truce line

Conclusion

The United States has attempted to influence Asian affairs by _____

_____

_____

_____

Activities for Sub-problem c: What are the consequences of American action in Asia? What should future policies be?

Guest speakers:

1. A debate between pro-war and anti-war individuals
2. A former soldier: Korea after the truce
3. A panel of foreign students: world opinion of Vietnam War and America

Student reports:

1. The Korean truce agreement and military situation
2. Government of the Republic of South Korea
3. Life in South Korea compared to North Korea
4. World opinion of United States action in South Korea
5. Government on Formosa
6. Life on Formosa
7. Cost and casualties of Korean War to United States
8. Cost and casualties of Vietnam War to the United States
9. World opinion concerning American involvement in Vietnam
10. Government of the Republic of South Vietnam
11. Life in South Vietnam
12. Student and civilian protests over Vietnam War
13. Consequences of Vietnam War according to opposition
14. Consequences of Vietnam War according to supporters
15. Prospects of a Second Geneva Accord
16. Negotiations: past and future
17. Death of Stalin: Effect on Korea

Displays:

1. Chart comparing the cost and casualties of the Vietnam and Korean Wars

2. Newspaper articles and cartoons supporting and opposing the war in Vietnam

Buzz groups:

1. Is United States policy defending democracy in Asia or preventing Communist victory?
2. How would American security and freedom be threatened by a Communist victory in South Vietnam? Would it?
3. Is the cost of the war in human and material terms greater than the prize? (Vietnam War)
4. Do you agree with the Domino theory that one Communist victory in Asia will cause others to follow?
5. Do you agree that President Truman made the right decision to send American troops into Korea? Why or why not?

Conclusion

I think the consequences of American action in Asia have been _____

_____

_____

_____

_____

Overall Judgement

I think the United States should be involved in Asia to the extent of ____

_____

_____

_____

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Lesson 13

AMERICAN INVOLVEMENT IN THE MIDDLE EAST
(1945 to present)

I. Seeds of conflict
   A. Jewish desire for a homeland
   B. Arab nationalism
   C. U. S. - Soviet rivalry

II. Near Wars
   A. Suez crisis
   B. Intervention in Lebanon

III. Arab-Israeli wars
   A. Establishment of Israel
   B. Arab refugees
   C. Continuous hostilities

Problem

Can the United States reduce tensions in the Middle East?

a. Why do the Arabs feel that U. S. policy has been partial to Israel? Should they?

b. How has the United States tried to counter Soviet influence in the Middle East?

c. Has the United States cooperated with the United Nations in the Middle East?

d. What are the prospects for reducing tensions?

Activities for Sub-problem a: Why do the Arabs feel that U. S. policy has been partial to Israel? Should they?

Guest speakers:

1. An Arab foreign student (contact Arab Club at Oklahoma University)
2. A Jewish-American who is pro-Israel
   (have speakers together or separately)

U. S. HISTORY II

Student reports:

1. Plight of Jews after World War II
2. American support of "partition" of Palestine into Jewish and Arab states (before 1948)
3. President Truman's sympathy with Jewish refugees
4. American recognition of Israel (1948)
5. The Arab League
6. Arab refugee problem
7. Anglo-American-French pledge of 1950 to uphold armistice lines
8. Gamal Nasser of Egypt
9. Arab Nationalist pledge to annihilate Jewish state
10. American foreign aid to Israel and to Egypt, to other Arab states
11. Contributions of Jewish-Americans to Israel
12. American sale of arms and planes to Israel
13. Arab terrorist group
14. Government of Israel

Displays:

1. Chart comparing American aid to Israel, to Egypt, and other Arab states
2. Map of Palestine before and after partition
3. Maps showing territorial changes after each war

Dramatization and demonstration:

1. Tableaux on plight of Arab refugees, training of terrorists, hatred of Jewish people
2. Tableaux on Jewish training, air raids, fear of war of annihilation

Buzz groups:

1. Do you feel that U. S. policies have been partial to Israel? Why or why not? .
2. How would you feel if you were encircled by hostile neighboring countries who vowed to annihilate you?
3. How would you feel if you were forced out of your home in Palestine where your family had lived for centuries, as were some Arabs?
4. Do you think Americans were impartial in the last Arab-Israeli War?

Conclusion

Arabs feel U. S. policy has been partial to Israel because _____

_____

_____

_____

I (do - do not) agree because _____

_____

_____

_____

Activities for Sub-problem b: How has the United States tried to counter Soviet influence in the Middle East?

Student reports:

1. Egypt's need of Aswan Dam; American offer; Egyptian acceptance; American withdrawal
2. Egypt's cotton-for-arms agreement with Soviet Union
3. Russian assistance to Aswan Dam Project
4. The Suez Crisis
5. Dhahran Air Base in Saudi Arabia
6. Baghdad Pact and Central Treaty Organization
7. Troops to Lebanon
8. Eisenhower Doctrine
9. United Arab Republic
10. Soviet and American naval ships in Mediterranean

Displays:

1. Map showing Central Treaty Organization members
2. Map showing Suez Canal

Buzz groups:

1. Do you think the United States often interprets actions stemming from new Arab independence and nationalism as pro-Soviet?
2. If you were Arab and were angry with the United States for aiding Israel, would you tend to feel friendlier toward enemies of the United States?

Conclusion

The United States has tried to counter Soviet influence in the Middle East by

_____

_____

_____

Activities for Sub-problem c: Has the United States cooperated with the United Nations in the Middle East?

Student reports:

1. Ralph Bunche: American who served as mediator for the United Nations in 1948 on Palestine

2. United States and Soviet cooperation with the United Nations in ending Suez crisis
3. United Nations peace-keeping forces on Israeli-Egyptian borders
4. United Nations efforts to keep the Soviet Union and United States from supplying arms to Egypt and Israel and results of efforts

Conclusion

In my opinion, the United States (has - has not) cooperated with the United Nations adequately because _____

_____

_____

_____

Activities for Sub-problem d: What are the prospects for reducing tension?

Student reports:

1. Developing wealth of Arab nations: foreign aid, investment by foreign oil companies
2. Suggestions of the State Department or Under-Secretary for Near Eastern Affairs (write to State Department for information)
3. Possible actions by the United Nations
4. Sealing off of arms from Mid-East
5. Soviet-American agreement of Middle Eastern policy

Displays:

1. Map showing oil refineries

Creative writing:

1. As a diplomat, you are asked to draw up a policy plan to be followed by both the Soviet Union and the United States in regard to the Middle East. It must be acceptable to both nations.

Conclusion

I think the prospects for reducing tension lie mainly in the area of _____

_____

_____

_____

Overall Judgement

I think the United States (can - cannot) reduce tensions in the Middle East because _____

_____

_____

_____

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5. Wade, Wilder, Wade, A History of the United States, pp. 632, 761, 769, 771-72, 834-35

Lesson 14

ARMS LIMITATION

I. Early Efforts
   A. Hague Conferences
   B. Wilson's fourth point
   C. Washington Conference
   D. London Naval Conference
   E. Geneva Conference

II. Recent Efforts
   A. Geneva Conference of 1950's
   B. Nuclear Test Ban Treaty
   C. Strategic Arms Limitation Talks

Problem

Does the limitation of arms reduce international tensions or increase international insecurity?

a. What have been the effects of an arms race?

b. What are the successes and failures of arms limitation in the past?

c. What lies in the future for arms limitation?

Activities for Sub-problem a: What have been the effects of an arms race?

Student reports:

1. British naval superiority and Germany's challenge (1897-1914)
2. Wilhelm II: Personal pride in army and arms (1900-1914)
3. National pride and the buildup of arms and armies before WWI
4. Alliances for security: The result of opposing great European armies (WWI)
5. The starting of WWI; its cost in lives and money
6. The atomic arms race between the Soviet Union and the United States (include ABM: Anti-nuclear defenses)
7. "Ban the bomb" groups and the fear of nuclear war
8. Plot of On the Beach
9. Advances fostered by military research
10. Balance of power concept
11. Latest reports on Soviet arms buildup

Displays:

1. Illustrate advances in military plane design, giving price tags and new capacities (1917-1970)
2. A pie chart on the portion of tax dollar going for defense
3. Graphs showing increases in defense budget since 1945
4. Illustrate the evolutionary development of weapons: arrows to atoms
5. Cartoons on the effects of arms race
6. "Ban the bomb" symbol or buttons

Creative writing:

1. The End of the Arms Race

Dramatization and demonstration:

1. Dramatize the playing of a game of chance using ships, etc. in place of chips and plan a result
2. Role-play a debate between patriotic senators who disagree on arms limitation

Buzz groups:

1. Is there any particular temptation in an argument when both contestants are armed?
2. What do you think are the pitfalls and problems in arms limitations?
3. What do you think would be the advantages of arms limitation?
4. Do you think that the balance of power has turned into a "balance of terror"?

Conclusion

The effects of an arms race have been _____

_____

_____

_____

Activities for Sub-problem b: What are the successes and failures of arms limitation in the past?

Student reports:

1. Hague Conferences on disarmament
2. Wilson's fourth point and the reaction of world leaders
3. Washington Conference and the Five Power Treaty
4. Period of reduced tensions following Washington Conference (1920's)
5. Savings (to the United States) in defense spending (1920's)
6. Omission of cruisers and submarines in Washington Treaties and its later effects
7. London Naval Conferences
8. Unilateral (one-nation) American disarmament after WWII and unpreparedness for Korea

9. Baruch plan to control atomic development (June, 1946) and Soviet reaction
10. The "massive retaliation" policy of John F. Dulles, Secretary of State
11. Russian and American announcement of pause in nuclear testing (1958) and terms of Nuclear Test Ban Treaty (1963)
12. Soviet leader Bulganin's proposal for nonagression pact and disarmament (Dec., 1957)

Displays:

1. Illustrate ratios of Five Power Treaty (Washington Conference) with ships as symbols.

Buzz groups:

1. Would you say the Five Power Treaty which neglected to limit cruisers and submarines was a partial success or a failure?
2. Why do you think the Soviets rejected the Baruch plan of atomic control in 1946?
3. Why do you think they agreed to Nuclear Test Ban Treaty in 1963?

Conclusion

The successes and failures of arms limitations have been _____

_____

_____

_____

Activities for Sub-problem c: What lies in the future for arms limitations?

Student reports:

1. United Nations Subcommittee on Disarmament (write to U.N.)
2. Ratios of Five Power Treaty: recommendations or possibilities for new ratios for today
3. SALT talks (Strategic Arms Limitation) and reactions to SALT talks in the United States
4. How do our senators feel about the SALT talks? (write to them)
5. Defense contracts for last year: their recipients and bids
6. Effect of the reduction of arms production on the economy
7. Take a poll of adults on their opinion of arms limitation

Displays:

1. Newspaper articles on disarmament and disarmament talks

Creative writing:

1. Write a newspaper article on the economic effects of disarmament.
2. Write newspaper editorial on the way Congress should spend extra money saved from an arms limitation agreement.

U. S. HISTORY II

Buzz groups:

1. Would you personally be for arms limitation if you worked in an arms factory?
2. What groups do you think would oppose and which would support arms limitation in the U. S.?
3. If the United States and the Soviet Union signed an agreement to limit strategic arms, how would you feel? How do you think the Russian people would feel?
4. What do you think the chances are for arms limitation and why?
5. Could Red China be brought into an arms limitation agreement?

Conclusion

I believe that in the future arms limitation will _____

_____

_____

_____

Overall Judgement

I believe that international security (can - cannot) be increased by arms limitation because _____

_____

_____

_____

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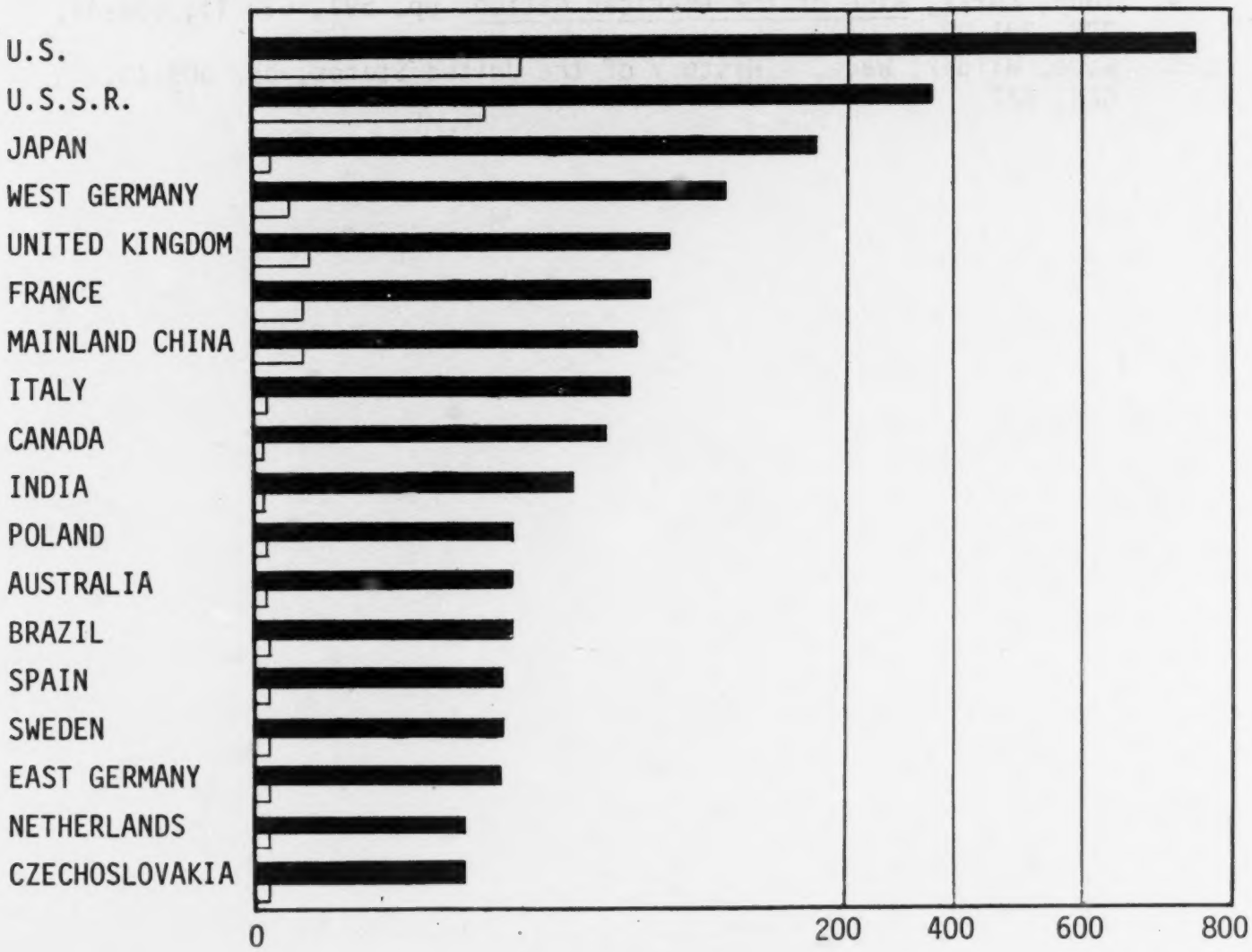
U. S. HISTORY II

Discovery Exercise

Lesson 14

THE CURRENT DEBATE ON ARMS LIMITATION

A.



Ranking of major countries according to gross national product (white) and military expenditures (black) in 1966 is indicated on a logarithmic scale in 1966 dollars or the equivalent in purchasing power.

1. According to the above chart, which nation is spending the greatest amount for defense and military items?
2. Which nation is spending the greatest portion of its production for defense and military items?
3. What about the amount spent by countries other than the United States and the Soviet Union? Does their military spending represent a greater or lesser portion of their production than what is spent by the United States and the Soviets?

B. INTERCONTINENTAL BALLISTIC MISSILES
(MT=megatons)

U.S.A.	U.S.S.R.
1,054 ICBM's, including:*	900 ICBM's, including:*
650 Minuteman I, three-stage, solid fuel, 1MT	Savage, a three-stage, solid-propellant missile like our Minuteman
350 Minuteman, II, three-stage, solid fuel 1MT	
54 Titan II, liquid fuel, 5-18 MT	Scrooge, a solid-propellant missile
Minuteman III, MIRV-equipped, in production	Sasin, a two-stage, liquid-propellant rocket

*Source: Secretary of Defense Clark M. Clifford, Defense Posture Report, Fiscal Year 1970

INTERMEDIATE RANGE (IRBM)---MEDIUM RANGE BALLISTIC MISSILES (MRBM)

U.S.A.	U.S.S.R.
Offensive strategy requires none	750 of various models deployed to cover western Europe and Japan, including:
	Sandal (MRBM), liquid fuel; Range, 1,100 miles
	Skean (IRBM), liquid fuel; Range, 2,000 miles
	Scamp, first shown in Moscow in May, 1965, appears to be completely mobile

Source for these and the following three tables: "The Military Balance 1968 - 1969," published by the Institute for Strategic Studies, 18 Adam Street, London W.C. 2, England

SUBMARINE-LAUNCHED MISSILES (SLM)
(MT=megatons)

U.S.A.	U.S.S.R.
SLM-capable submarines:	SLM-capable submarines:
41 nuclear-powered, Polaris fitted; SLM capacity, 16 per submarine	30 conventional; SLM capacity, 3 per submarine
208 Polaris A-2 (0.7 MT), 1,500-mile range	13 nuclear-powered; SLM capacity, 3 per submarine
448 Polaris A-3 (0.7 MT), 2,500-mile range	"Polaris type;" SLM capacity, 16 per submarine; now entering service at rate of 1-2 per year
Poseidon in production (1.5 MT) MIRV-equipped to replace (A-2) missiles	149 Serb submarine-launched ballistic missiles (1 MT)
	98 Sark submarine-launched Cruise missiles (0.5 MT)

ANTI-BALLISTIC MISSILES (ABM)

U.S.A.	U.S.S.R.
Nike-X:	Galosh:
Under development since 1965	Limited ballistic-missile area defense being deployed only around Moscow. Range, 2-300 miles
Sentinel:	
Light system announced September 18, 1967	
Ballistic-missile area and ICBM defense, employing Sprint (short-range) and Spartan (long-range) missiles. Completed development expected by 1972	

STRATEGIC BOMBERS

U.S.A.			U.S.S.R.	
		Payload (lbs.)		Payload (lbs.)
560	B-52's	75,000	110 Bison's (M-4)	20,000
40	B-58's	12,000	100 Bear's (TU-95)	40,000
210	FB-111A's due 1969-1971		750 Badger's (TU-16)	20,000
			750 Blinder's (TU-22)	12,000

1. After examining these charts, do you see any trends?
2. Does one nation appear to be ahead of the other generally or do the tables seem balanced?
3. Do you think the military and political leaders of the two nations are influenced by new developments in the other country? Why or why not?

C. "WASHINGTON---The Air Force announced Friday that it is proceeding on a plan to design and build seven prototypes of a new bomber as the possible successor to the aging B-52. . . .

"Air Force Secretary Robert S. Seamans Jr. said the two contracts, totaling nearly $1.8 billion, do not constitute a decision to actually build a fleet of the new aircraft called the B-1.

"The Air Force estimates that should full-scale production later be authorized, a force of 200 to 250 bombers would cost upwards of $13 billion, including the 10-year operational costs.

"David Packard, deputy secretary of defense, in a letter authorizing the Air Force to proceed with development of flying models of the B-1, stressed that any production decision would be 'several years away.'

"Packard said the major factors that will in large part determine whether to go forward into full production will include whatever progress is made in the strategic arms limitation talks currently under way with the Soviet Union, together with success of the development program.

"Pentagon officials pointed out that should the arms limitation talks successfully result in a freeze in the size of each nation's missile and bomber forces, it is not considered likely that the replacement of current bombers with advanced models would be barred.

"Since the early days of the nuclear age, both the USSR and the U.S. have maintained both bombers and missiles on the theory that should one country devise an effective defense against one of these systems, the other could still serve to deter a nuclear attack."

---June 6, 1970

1. Why do weapons become obsolete or out of date? What is the result?
2. If full-scale production is decided, the cost estimate is what amount or over?
3. What talks were currently---June 6, 1970---in progress and how were they to possibly influence production of the plane?
4. Why has there been a practice of maintaining both a fleet of bombers and missiles?

D. "TULSA (AP) More than 1,200 jobs will be gained in Oklahoma by North American Rockwell Corp. landing the contract to manufacture the nation's newest bomber, the B-1. . . . The Tulsa facility of North American would have about 1,200 new jobs. In addition, there will be more jobs at the company's facilities at McAlester.

"It is not known how many jobs might be added to subcontracting firms in the Tulsa area.

"The contract awarded Friday is for the planning stage and production will not begin until about 1973 or 1974. . . ."

1. Do you think a city or state would welcome such news? Why or why not?
2. What would happen if the contract were withdrawn or full-scale production never ordered? How would the community react? How would leaders react?

E. "WASHINGTON (AP) The Navy awarded its single most costly shipbuilding contract in history Tuesday to Litton Industries for construction of a new class of 30 big destroyers.

"The contract, worth a potential $2.1 billion, went to Litton's Ingalls Shipbuilding Division at Pascagoula, Mississippi where the company has recently completed a new $130 million shipyard.

"Total cost of the contract including the cost of government-furnished radars and weapons for the new ships, is estimated at $2.55 billion over 10 years. . . .

"Their primary mission will be in anti-submarine warfare as part of the attack carrier task forces.

"Rep. William M. Comer, D-Mississippi, who first disclosed award of the contracts shortly before the official announcement, has said that Litton is expected to award subcontracts worth hundreds of millions of dollars to companies across the nation to provide components, systems and materials for construction of the new fleet of destroyers."

1. Why do you think Congressmen are generally the first to announce defense contracts?
2. How do you judge that this contract will affect the economy across the nation? Does it affect politics across the nation?

F. "The nation's $63 billion military budget in 1966 amounted to 8.5 percent of the gross national product (total of all goods and services which a nation produces). The average annual cost to the population was about $320 per person---$1,280 for a family of four."

1. Do you think 8.5 percent of the gross national product is a fair amount to spend on defense or do you think it is too much? Does your feeling change when you think of $1,280 per family?

G. "The political realities are that if we decide to spend major public funds for arms, something else is going to get cut. That is just a political fact of life. We have been denying funds for a good many things we ought to be doing in education, in resource development, in eliminating air and water pollution. Neglecting these problems presents enormous dangers to the security and well-being of the United States. The threats we face are not all military---but you know how the priorities fall out.

"If one argues that we can afford both arms and domestic programs, it does not follow that we would not be better off if we could find a way to get along with the Russians so that we would not need to spend ninety billion dollars a year on military outlays."

1. What danger is this Senator pointing out?
2. What does he mean when he says, "...you know how the priorities fall out"?

H. "When Soviet tanks rumbled across Czechoslovakia, I should have thought that perceptive observers of international political realities would see the futility of a defense policy based in its essence on the good intentions of the Soviet Union. . . . Yet we have seen that 250 Czechoslovakians are not yet cold in their graves when once again we are asked to impede, to slow down, and to weaken our own defense capability."

1. What weakness does this Senator see in arms limitation agreements? Do you agree?

I. "The Russians as well as we recognize that with the kind of weapons now becoming increasingly available, a global nuclear war would be disastrous to both sides. Indeed, there is ample evidence that the Soviet leadership believes that local wars are also becoming too dangerous because, in Mr. Khrushchev's words, such a local war 'might develop into a world thermonuclear rocket war.'"

1. What was the argument that Secretary of Defense Robert McNamara put forth for the possibilities for arms limitation?

J. "The clearly evident major Soviet efforts in space, missiles, nuclear submarines, nuclear weapons development and air defense systems will require unremitting effort on the part of the United States. We must not think in terms of static nuclear stalemate, but in terms of dynamic progress and flexible adaptation in meeting the changing requirements for superiority in the strategic nuclear field."

1. What did General Maxwell D. Taylor say was necessary in the nuclear arms race?

K. "History shows that as one military power marshals its resources for possible use against the opponent, the latter responds. Preparedness becomes a way of life. It is easy to sell, for it fans the sparks of fear in the hearts of people. And so the race is on. History, I think, demonstrates that preparedness is no deterrent to war. The failure of one nation to keep apace of the enemy may, of course, be disastrous. . . .

"At bottom, both Russia and the United States are realists; and despite ideological differences the two nations have concluded over forty treaties and executive agreements since 1917. Of these forty, twenty-five are still in force today."

1. Does this speaker think that a nation can simply decide to fall behind in the arms race?
2. Why does he think an arms race is an easy thing on which to sell people?
3. Why does he think a limitations agreement is possible?

L. "When Mr. Kennedy decided that it was intolerable for Soviet Missiles to be located in Cuba, he demanded their removal. The Russians removed them because the consequences would have been intolerable for them. Mr. Kennedy had behind him the series of years of development of our weapons and large, adequate stockpiles of them.

"In the interval this balance has altered somewhat; to the extent that it has really altered, no man knows. But it has altered. The Russian incursions into the Middle East, the Mediterranean, and Southeast Asia may be, and I emphasize the 'may be,' may be a realization on the part of the Soviets that our nuclear status no longer qualifies us to be the 'keepers of the peace' that Winston Churchill once described us as being."

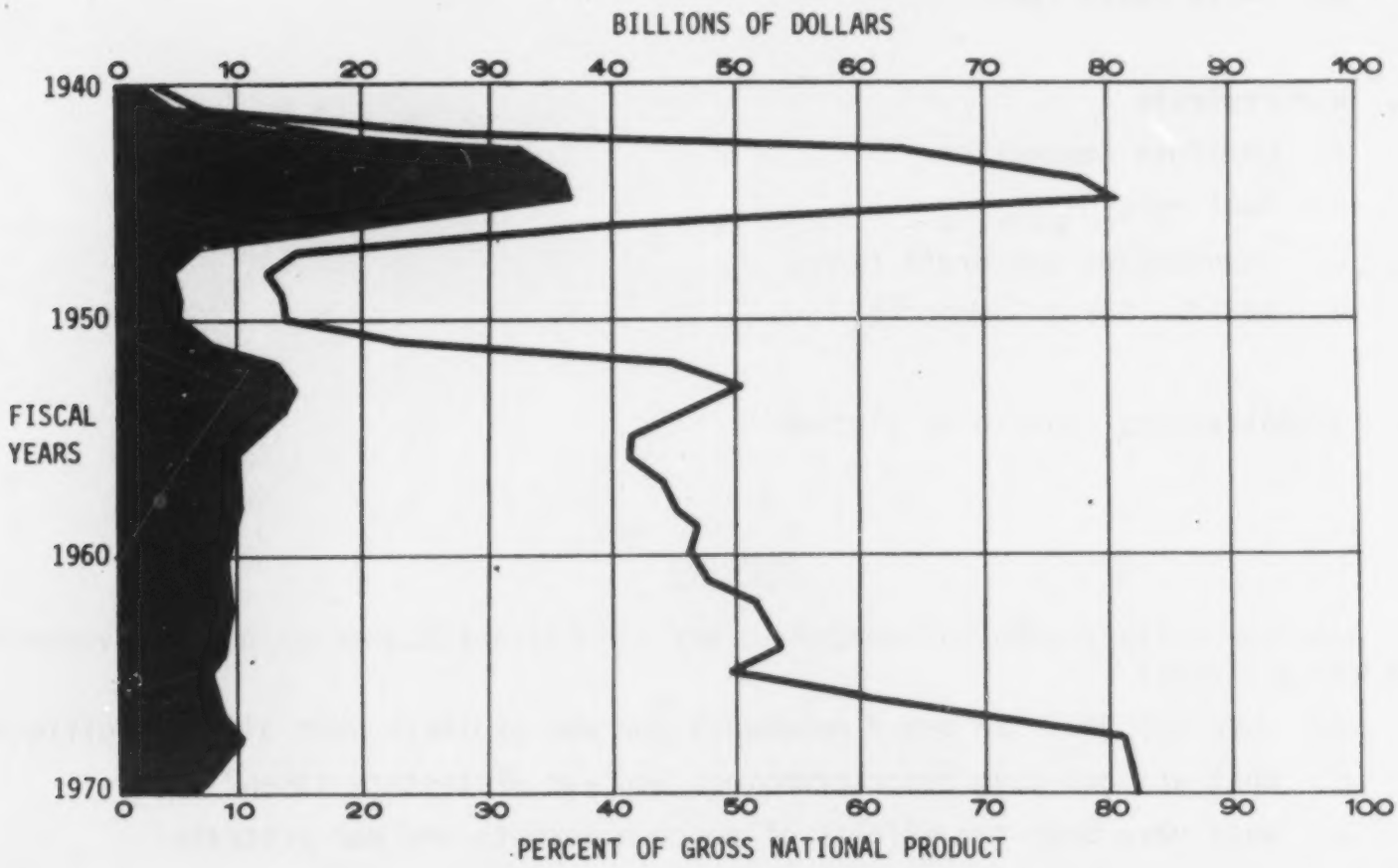
1. Do you agree with his interpretation of the Cuban Crisis?
2. Why would the Soviets be bolder as a result of closing the gap in the arms race? Are they bolder than before?

M. "In the first half of the 20th century the world spent $4 trillion and millions of lives in wars and preparations for wars, including the two world wars. Humanity may now be on the verge of launching military programs costing $4 trillion in just one decade, with an attendant threat of destruction not

merely to millions but to most, perhaps to all, of mankind. One can think of better ways to spend the $4 trillion.

"For the peoples of the earth, to say nothing of taxpayers, the most significant and welcome news of the decade would be a beginning in the control and reduction of military spending. This could be initiated by an agreement between the U. S. and the U. S. S. R. to arrest their race in the production of strategic weapons."---Archibald Alexander, Scientific American (Oct., 1969)

1. How much did this author say might be spent for world armaments in the next ten years?
2. What does he see as a first step in the solution of the problem?



Scientific American (October, 1969)

Relation in U. S. of military expenditures (dark) and gross national product (white) is charted for 30 years. Military expenditures are shown in billions of dollars at the prices prevailing for each year. The level of military spending expresses a percentage of the gross national product. The years are fiscal years, which start July 1.

1. Has the amount spent in the U. S. on the military been taking a bigger bite of the total production pie or less?
2. Would you judge from this chart that the U. S. can afford economically to continue the present level of defense spending?

Lesson 15

PEACE MOVEMENTS AND WAR PROTESTS IN AMERICAN HISTORY

I. Peace movements
   A. American Peace Society (1828)
   B. Bryan's conciliation treaties
   C. Wilson's formula: 14 points
   D. Paris Peace Pact

II. War Protests
   A. Hartford Convention
   B. Spot resolution
   C. Copperheads and draft riots
   D. America First Committee

III. Organizations concerning Vietnam

Problem

Has American history been influenced to any significant degree by peace movements and war protests?

a. Have the goals of peace movements and war protests been alike or different?
b. What actions have peace promoters and war protestors taken?
c. What have been the effects of peace movements and war protests?

Activities for Sub-problem a: Have the goals of peace movements and war protests been alike or different?

Student reports:

1. The Quakers and pacifism
2. David Low Dodge and his views
3. William Ladd, founder of the American Peace Society
4. The Constitution and purpose of the American Peace Society
5. Charles Sumner: a "peace" man (Mexican War)
6. League of Universal Brotherhood: 1846
7. William Jennings Bryan's "Prince of Peace" oration
8. The objections of anti-slavery men to Mexican War
9. New England's dissatisfaction with War of 1812

10. Ralph Waldo Emerson's "Address on War"
11. Southern sympathizers within the Union (1861-65)
12. The goal of America First Committee: neutrality
13. The goals of William Fulbright
14. Goals of Committee to End the War in Vietnam
15. Motives of Frank Kellogg and Aristide Briand

Dramatization and demonstration:

1. Discussion between a Quaker and a frontiersman concerning "Indian fighters"
2. Speech in Abolitionist meeting against the Mexican War
3. Recreate the Hartford Convention

Buzz groups:

1. Which do you think are the more convincing persons where you are concerned: those who opposed all wars or object to specific wars?
2. Can you think of a time in history when men protested a war for selfish reasons, rather than idealism?
3. Can you think of a time in history when advocates of war were pursuing an ideal?
4. What do you think is the most convincing argument which you have ever against war or for peace?

Conclusion

I think that generally peace movements and war protests have had (similar - different) goals because _____

_____

_____

_____

Activities for Sub-problem b: What actions have peace promoters and war protestors taken?

Student reports:

1. Anti-war newspapers before the Civil War
2. The organization of the American Peace Society
3. The civil disobedience of Henry David Thoreau
4. The testimony of a celebrity: Charles Lindbergh and the America First Committee
5. The attempt to outlaw war: The Paris Peace Pact
6. A political "splinter" party: the Peace Democrats (Civil War)
7. The New York draft riots and immigrant resentment of the Civil War
8. Quaker "nonresistence"
9. The threat of secession: The Hartford Convention
10. Clement L. Vallandigham: traitor or dissenter?
11. Bryan's "cooling off" treaties
12. A challenge to the president: the Spot Resolution

13. Philanthropy for peace: Andrew Carnegie
14. Tactics of the New MOBE
15. Wilson's 14 Points

Displays:

1. Posters advertising a speech by Charles Lindbergh for the America First Committee
2. A facsimile of the Paris Peace Pact
3. Illustration or facsimile of an anti-war newspaper such as The Friend of Peace or The Solemn Review

Creative writing:

1. Write an editorial condemning Abraham Lincoln for the spot resolution.
2. Write an article for the newspaper called The Friend of Peace.

Dramatization and demonstration:

1. Lincoln reading the spot resolution in Congress
2. The signing of the Paris Peace Pact with diplomatic commentary
3. Charles Lindbergh's speech for neutrality
4. William Jennings Bryan urges a foreign diplomat from Sweden to sign a treaty of conciliation

Buzz groups:

1. What is your opinion of Henry David Thoreau and his civil disobedience against the Mexican War?
2. Do you think the New Englanders at the Hartford Convention had a right to secede over the war or were they traitors?
3. How do you feel when you hear or read about war protests which become violent? Is this going too far?

Conclusion

Some actions taken by peace promoters and war protestors have been _____

_____

_____

_____

Activities for Sub-problem c: What have been the effects of peace movements and war protests?

Student reports:

1. The Quaker pacifism of President Herbert Hoover
2. The resignation of William Jennings Bryan as Secretary of State
3. The Treaty of Versailles and Wilson's 14 Points
4. The Paris Peace Pact: a hollow promise
5. Draft riots and Lincoln's reaction

6. The Carnegie Peace Endowment and its program
7. The discredit of the Federalist party
8. The failure of President Roosevelt to obtain repeal of the Neutrality Acts (1937)
9. Louis Ludlow and the movement for a war referendum (1938)
10. The establishment of the United Nations
11. The delay of the Emancipation Proclamation by Lincoln
12. The splintering of the Democratic party (McCarthy and Kennedy movements) and the retirement of President Johnson
13. The backlash reaction to student violence over Vietnam
14. Promotion of display of flag after flag "burnings", etc.
15. The "church amendment" and repeal of Gulf of Tonkin Resolution

Displays:

1. Map showing the ownership of slave in the border states which stayed within the Union
2. Cartoon showing the effect of the Kennedy-McCarthy movements on Johnson's decision not to run again
3. Cartoon illustrating the occurence of resentment and "backlash" after student violence over Vietnam
4. Illustration of the Carnegie "Peace Palace"
5. A chart of Wilson's 14 Points

Dramatization and demonstration:

1. The signing of the United Nations Charter: the culmination of the dreams of William Ladd, David Low Dodge, and Woodrow Wilson
2. A speech which might have been made by Louis Ludlow in behalf of his war referendum
3. A dinner table scene in which a family is reading newspapers and discussing violence on campus angerly

Buzz groups:

1. Can protests backfire on protestors? (explain your view)
2. Do you think Wilson's 14 Points is a good plan for today?
3. Which do you think have had the most effect on history: peace plans or war protests?

Conclusion

Some of the results of peace movements and war protests in American history have been _____

_____

_____

_____

Overall Judgement

I think American history (has - has not) been influenced to any significant degree by peace movements and war protests because _____

_____

_____

_____

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2. Frank Kane, Voices of Dissent: Positive Good or Disruptive Evil? in Prentice-Hall paperback series: Inquiry Into Crucial American Problems
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6. Lawrence Lader, "New York's Bloodiest Week," American Heritage (June, 1959) Civil War draft riots

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1. Bragdon-McCutchen, History of a Free People, pp. 215-16, 276, 280, 290, 359, 379, 548, 557, 571, 577, 666, 766-67
2. Current, DeConde, Dante, United States History, pp. 154, 523, 562-63, 762-63
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4. Todd, Curti, Rise of the American Nation, pp. 234, 337, 594, 610-11, 789-90
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U. S. HISTORY II

SUGGESTED UNIT TEST: War and Peace

Directions:

Write approximately a paragraph reply to each of the following statements:

1. The basic causes of war in my opinion are:

2. There (are - are not) times when war is justified because:

3. Diplomatic efforts which have avoided war in the past are:

4. There (are - are not) alternatives to war in solving disputes. I believe and contend that:

5. I perceive that the consequences of my contentions on question #4 are as follows:

OCT 97 99

UNITED STATES HISTORY

TIME ALLOTMENT	ISSUE OR PURPOSE OF INQUIRY	HISTORY LESSONS
1 Lesson	Umbrella Topic or Issue	Sources of History
32 Lessons or 16 Weeks of Study	Unit on Cultural and Social History ISSUE: SOCIAL STABILITY AND CHANGE Focus: A. What conditions have caused reform movements to arise? B. What tactics and methods have been used? C. Are the improvements brought about by reform worth the cost in social disruption? D. What have been the effects and results of reform movements?	Realizing the American Dream Involuntary Servitude Slavery and Its Effects Dorothea Dix Women's Rights Crusade for Public Education Irish Need Not Apply Utopian and Religions Communities Growth of Abolitionism Reform and Resistance War and Emancipation Brief Day for Freedom Abandoning the Freedman The Indian's Last Frontier The Tarnished Gilded Age Social Gospel versus Social Darwinism Our Brother's Keeper Populist Reformers

U. S. HISTORY II

The Central Issue:
Social Stability and Change

FOCUS

A. What conditions have caused reform movements to arise?

B. What tactics and methods have been used?

C. Are the improvements brought about by reform movements worth the cost in social disruption?

D. What have been the effects and results of reform movements?

General sources for United States Social and Cultural History

Alice Felt Tyler, Freedom's Ferment (Harper and Row) a Torch paperback

J. C. Furnas, The Americans: A Social History of the United States (Putnam's Sons)

Richard Hofstadter, The Age of Reform from Bryan to F. D. R. (Vintage)

Lesson 16

THE UNFINISHED AMERICAN DREAM

I. Great symbols of American ideals

II. Spokesmen for the dream

III. The quest for the dream
   - A. Preserve freedom
   - B. Promote law and order
   - C. Relieve poverty and disease
   - D. Remove discrimination
   - E. Equalize opportunity
   - F. Control waste and pollution
   - G. Reduce mental illness

Problem

How have American ideals and freedom affected attitudes about the "good life" and "the good society"?

a. Has the American experience encouraged reforming zeal and idealism?

b. What challenges have attracted reforming efforts yesterday and today?

Activities for Sub-problem a: Has the American experience encouraged reforming zeal and idealism?

Guest speakers:

1. A refugee from a totalitarian country or an immigrant: "Why he came"

Student reports:

1. The philosophy of Thomas Jefferson
2. The beliefs of Rousseau
3. The thesis of Frederick Jackson Turner on the effect of the frontier
4. Evangelical religion with zeal for reform
5. "Perfectionism" as a philosophy
6. The Declaration of Independence
7. The Preamble to the Constitution

8. The Bill of Rights
9. Repressions of Europe and emigration to America

Displays:

1. Facsimiles of great American documents
2. Pictures of American symbols: Liberty Bell, the Flag, the Statue of Liberty, etc.

Musical expression:

1. "Battle Hymn of the Republic"
2. "America"
3. Theme from "The Man from La Mancha"

Creative writing:

1. The United States of America: Symbol of hope to the world

Dramatization and demonstration:

1. Immigrants on Ellis Island conversing and explaining why they have come to America
2. Tableaux on American ideals and symbols
3. Choral readings: the first part of the Declaration of Independence and the Preamble

Buzz groups:

1. What do you think the Statue of Liberty symbolizes or stands for?
2. What is "freedom"?
3. What is a "right"? What rights do you think all Americans have?
4. What values do you think should be part of a truly democratic society?

Conclusion

I think the American experience (has - has not) encouraged reforming zeal and idealism because _____

_____

_____

_____

Activities for Sub-problem b: What challenges have attracted reforming efforts yesterday and today?

Guest speakers: (The American quest)

1. A panel: a social worker or sociologist, member of Community Relations Council, member of Urban League, representative of Opportunities Industrialization Center (Dr. Silvia Lewis) and a member of National Council for Prevention of Crime and Delinquency (Mr. Bill Stevens)
2. A panel of religious leaders representing Protestant, Jewish, and Catholic faiths

Student reports:

1. Upton Sinclair, The Jungle
2. Harper Lee, To Kill a Mockingbird
3. Rachel Carson, The Silent Spring
4. Frank Norris, The Octopus
5. Jacob Riis, How the Other Half Lives
6. Robert Kennedy, Toward a Newer World
7. Lincoln Steffens, The Shame of the Cities
8. M. Harrington, The Other America: Poverty in the United States
9. John Spargo, The Cry of the Children
10. Theodore Weld, Slavery As It Is
11. K. B. Clark, Dark Ghetto

Displays:

1. Book covers calling for reform (or paperbacks)
2. Newspaper pictures and magazine articles on social problems

Musical expression:

1. Folk songs which speak of American ideals and desired changes or reforms

Buzz groups:

1. What is "progress" and how does it come?
2. What do you think is meant in the Preamble by "promote the general welfare"?
3. What is equality of educational opportunity? of economic opportunity? of political opportunity?
4. If you were going to promote a "cause" or work for greater realization of an American ideal, what would it be?
5. Is freedom necessary for reform movements?

Conclusion

The challenges which have attracted reforming efforts yesterday and today are _____

_____

_____

_____

Overall Judgement

Because of American ideals and freedoms, it seems to me that Americans see the "good life" and the "good society" as _____

_____

_____

_____

U. S. HISTORY II

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Discovery Exercise

Lesson 16

WHAT IS THE AMERICAN DREAM?

". . . We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, Governments are instituted among men, deriving their first powers from the consent of the governed; that whenever any form of Government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute a new Government, laying its foundation on such principles and organizing its power in such form, as to them shall seem most likely to effect their Safety and Happiness."

---The Declaration of Independence, 1776

1. What are the rights given all men by their Creator?
2. What is meant by rights to life, liberty and pursuit of happiness?

"We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity do ordain and establish this Constitution for the United States of America."

---The Preamble, 1787

1. What do you think justice means?
2. The "blessings of liberty" were meant for whom?

"With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in ... to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."

---Abraham Lincoln, 1865

1. Is "malice toward none" necessary in order to achieve a just and lasting peace?
2. What is the unfinished work Lincoln challenges us to finish?

". . . Give me your tired, your poor, your huddled masses yearning to breathe free, the wretched refuse of your teeming shore. Send these, the homeless, tempest-tossed to me, I lift my lamp beside the golden door!"

---Emma Lazarus' "New Colossus"

1. According to this poem, the Statue of Liberty and America stand for what hopes?
2. Does our country hold forth a special promise?

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" . . . This great nation will endure as it has endured, will revive and will prosper. So first of all let me assert my firm belief that the only thing we have to fear is fear itself---nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance."

---F. D. Roosevelt, 1933

1. Does fear often paralyze efforts to solve problems?
2. Does fear divide people against one another?
3. How can fear be reduced?

". . . Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our Northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair, I say to you today, my friends, that in spite of the difficulties and frustrations of the moment I still have a dream. It is a dream deeply rooted in the American dream. . .I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a desert state sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character . . .

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"

---Martin Luther King, Jr., 1963

1. From what will we be free?

". . . We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans---born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage---and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world....And so, my fellow Americans: Ask not what your country can do for you; ask what you can do for your country."

---John F. Kennedy, 1961

1. What does the "torch" symbolize?
2. What kind of dedication did President Kennedy say was needed in order to fulfill the American dream?

". . . The American dream does not come to those who fall asleep.
But we are approaching the limits of what government alone can do.

Our greatest need now is to reach beyond government, and to enlist the legions of the concerned and the committed.

What has to be done, has to be done by government and people together or it will not be done at all. The lesson of past agony is that without the people we can do nothing; with the people we can do everything.

. . .With these, we can build a great cathedral of the spirit---each of us raising it one stone at a time, as he reaches out to his neighbor, helping, caring, doing.

I do not offer a life of uninspiring ease. I do not call for a life of grim sacrifice. I ask you to join in a high adventure---one as rich as humanity itself, and as exciting as the times we live in.

The essence of freedom is that each of us shares in the shaping of his own destiny.

Until he has been part of a cause larger than himself, no man is truly whole.

. . .As we measure what can be done, we shall promise only what we know we can produce, but as we chart our goals we shall be lifted by our dreams.

No man can be fully free while his neighbor is not. To go forward at all is to go forward together.

This means black and white together, as one Nation, not two. The laws have caught up with our conscience. What remains is to give life to what is in the law; to ensure at last that as all are born equal in dignity before God, all are born equal in dignity before man.

As we learn to go forward together at home, let us also seek to go forward together with all mankind. . . ."

---Richard M. Nixon, 1969

1. What is the American dream, according to this speaker?
2. How does this speaker think progress is achieved?
3. How does a man become "whole"?

Lesson 17

INVOLUNTARY SERVITUDE

I. Slavery of Indians

II. Indentured servants
   A. Origins of practice
   B. Races
   C. Opportunities and exploitation
   D. Handicaps of system

III. The descent into slavery
   A. Extension of indentured contract
   B. Ease of identification
   C. Establishing legality

Problem

How was freedom denied?

a. Why did indentured servitude develop and what is it?

b. Why was indentured servitude gradually replaced by slavery of blackmen?

Activities for Sub-problem a: Why did indentured servitude develop and what is it?

Student reports:

1. Colonial need for labor
2. British practice of apprenticeship
3. Sea captains and the redemption system
4. Convicts to America
5. Kidnappings
6. Enslavement of the Indian
7. First black Americans: Jamestown, 1619
8. Treatment of the indentured servant and his legal rights
9. Incentives to indentured servants
10. Famous indentured servants

Displays:

1. A facsimile of an indentured contract (a contract halfed in jagged manner)
2. Chart describing triangular trade

Creative writing:

1. "Kidnapped to America"

Dramatization and demonstration:

1. A ship's wharf or appropriate scene for the auction of indentured contracts (with servant) by the sea captain to prospective buyers

Conclusion

Indentured servitude developed from English apprenticeship because _____

_____

_____

_____

Activities for Sub-problem b: Why was indentured servitude gradually replaced by slavery of blackmen?

Student reports:

1. Tobacco cultivation and the need for skilled labor
2. Disadvantages of indenture: training time, cost, future competition
3. From lengthened contract to life
4. Laws formally establishing slavery
5. Puritan ideology and slavery
6. Slave ships and trade
7. Rise of plantation units to satisfy great demand
8. Special considerations to "Christian" indentured servants
9. Difficulty of escape
10. Comparison of slavery in North and South
11. Abolition of slavery in the North
12. Slavery as a diminishing institution before 1793
13. The invention of the cotton gin and the rejuvenation of slavery
14. Southern defense of slavery as a "necessary evil"

Displays:

1. Diagram of arrangements on a slave ship
2. Diagram of the arrangement of a plantation

Buzz groups:

1. Why would the American Indian and the white indentured servant have an easier time escaping the system?
2. Do you think that the invention of the cotton gin was the first sign of the impending national crisis: the Civil War?
3. Why do you think that slavery stayed in the South and yet was abolished in the North?
4. What if you had been a slave owner, would you feel anxious at the thought of freeing them? Would you feel guilty?

Conclusion

Indentured servitude was gradually replaced by slavery of blackmen because

_____

_____

_____

Overall Judgement

Freedom was denied in America by _____

_____

_____

_____

Films

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Lesson 18

THE GREAT CONTRADICTION: SLAVERY AND DEMOCRACY

I. Institution of slavery
   A. Slave trade
   B. Auction block
   C. Plantation system

II. Resistance and control
   A. Escapes and punishments
   B. Insurrections and slave codes
   C. Negro spirituals and Southern sermons

III. Effects on society
   A. Social classes
   B. Censorship and civil rights
   C. Public education

Problem

Did slavery affect Southern attitudes toward democracy?

a. How did Southerners view the slave and his rights?

b. Did the plantation system tend to create a Southern caste system?

c. Did a denial of civil and human rights of one group affect attitudes and social practice in general?

Activities for Sub-problem a: How did Southerners view the slave and his rights?

Student reports:

1. Accumulation of large estate
2. Slavery as a "school" for the slave
3. The slave as "property"
4. Slave punishments: brandings, beatings, etc.
5. Separate churches: black and white
6. Pardonable killing as a result of slave punishment
7. Non-recognition of slave marriage
8. The slave and the Southern courts
9. Laws and practices regarding free Negroes

10. The Slave Codes
11. The use of bloodhounds by slave owners
12. The auction block
13. The overseer system and its effects
14. Food, clothing, and shelter in the slave quarters
15. Comparison of American slavery with that of Greece or Rome.

Displays:

1. Poster advertising a slave auction
2. Advertisement for a runaway slave
3. Model of a coffle

Musical expression:

1. "Nobody Knows de Trouble I've Seen"
   "Go Down Moses, 'way down in Egypt land, and tell old Pharaoh to let my people go"

   (Ask the class to discover the messages and testimonies contained in these and other spirituals)

Creative writing:

1. "My life as a slave"

Dramatization and demonstration:

1. Tableaux on suffering of the slave
2. The auction block and family separations

Buzz groups:

1. If the slave had been treated more kindly but kept as a slave, would this have been inhumane?
2. Why do you think it was against the law to teach a slave to read?
3. Do you think Southerners were sincere in their claim that slaves were content while great fear of revolt was evident?
4. What do you think is the most inhumane aspect of slavery?
5. Why do communities today even need societies for the prevention of cruelty to children and animals?

Conclusion

Southerners viewed slaves and slave rights as _____

_____

_____

_____

Activities for Sub-problem b: Did the plantation system tend to create a Southern caste system?

Student reports:

1. Economic handicaps of Yeoman farmer in competition with the plantation system
2. The degradation of "labor"---by association with slavery
3. Southern liking of Sir Walter Scott novels
4. Southern references to feudalism, dueling, chivalry
5. Government by aristocrats: The Tidewater and elsewhere
6. Hinton R. Helper and The Impending Crisis of the South
7. Lower class "white trash"
8. Claim that planters were descendants of English gentry
9. Southern belief in a natural, God-made social order of classes
10. Class distinctions: dress, habits, education, etc.
11. Contrasts and feelings between field hands and house slaves
12. Claim that "pore whites" were descendants of convicts
13. Diseases of poor: hookworm, etc.

Displays:

1. Pyramid of social classes in South
2. Card with derogatory terms for "pore white trash," "crackers," "peckerwoods," "clay eaters," "hill billies," "sand hillers," and "squatters" (Explain each)
3. Cartoons showing Southern view of "feudal times" in the South
4. Pictures of plantation mansions
5. Illustrations of the dress styles of planter families and other families
6. Charts of plantation system

Dramatization and demonstration:

1. "The pecking order" dramatized by social situations (High to low)

Buzz groups:

1. Do you think class consciousness and distinctions would be greater in the old South (Virginia) or the new South (Mississippi)? Why?
2. Do you think that as years passed Southern class consciousness and rigidity would have become stronger or weaker---without Civil War?
3. Do you think the presence of slaves in a society would tend to make it more aware of "status" or less so?
4. Economic historians contend that slavery was genuinely profitable to the large planters, rather than the yeoman or small planter. Do you see any implication which this might have for Southern social structure?

Conclusion

I think the plantation system (did - did not) tend to create a Southern caste system because _____

_____

_____

_____

Activities for Sub-problem c: Did the denial of civil and human rights of one group affect attitudes and social practice?

Student reports:

1. Education in the South: private and exclusive
2. Illiteracy comparisons: North and South before the Civil War
3. Suffrage requirements in Southern states
4. Planter control of Southern politics via county unit system, slaves as population, limited suffrage, and other devices
5. Rejection of Jacksonian democracy in the South
6. Social ostracism and censorship for antislavery views
7. Southern censorship of mails after 1831
8. Southern praise for Preston Brooks, assailant of Charles Sumner
9. Justice of the Peace and Southern court system
10. Treatment of anyone who subscribed to The Liberator and failed to conform

Displays:

1. Chart comparing illiteracy---North and South

Buzz groups:

1. Some Southern states offered scholarships to children from poor families. In order to receive it, the family had to swear they were paupers. Would you and your family have done this if you were poor?
2. Do you think Southern beliefs that people were "born" to a certain class or station in life affected their attitudes?
3. If a state limits its voters to those having a certain amount of property and paying a certain amount of tax, what effect do you think this would have?

Conclusion

The denial of civil and human rights for one group (did - did not) affect attitudes and social practice because _____

_____

_____

_____

U. S. HISTORY II

Overall Judgement

I think slavery (did - did not) affect Southern attitudes toward democracy because _____

_____

_____

_____

Films

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Lesson 19

DOROTHEA DIX: THE GENTLE WARRIOR

I. Conditions in prisons and asylums

II. Background
   A. Character
   B. Experience and education

III. Strategies
   A. Careful investigation
   B. Concise reporting
   C. Winning powerful leaders

IV. Results

Problem

Can one individual influence a society?

a. What conditions aroused the concern of Dorothea Dix and how did she promote this concern in others?

b. What successes did she have in bringing about reform?

Activities for Sub-problem a: What conditions aroused the concern of Dorothea Dix and how did she promote this concern in others?

Guest speakers:

1. Representative of National Council on Crime and Delinquency to speak on juvenile policies before 1815

Student reports:

1. Puritan attitudes toward punishment and sin
2. Penal codes before 1815 (punishments)
3. Prison conditions
4. The crime of being a debtor
5. Bedlam, famous British asylum
6. Treatments and beliefs concerning the insane
7. Treatment of juvenile delinquents before 1815

8. Philosophy of punishing and humiliating criminals
9. The practices and qualifications of jailers
10. William Ellery Channing
11. Samuel Gridley Howe: General Principles of Public Charity
12. Investigation of Massachusetts jails by Dorothea Dix
13. Dorothea Dix's memorial to the Massachusetts legislature

Displays:

1. Models or pictures of punitive instruments used by early Americans
2. Pictures or drawings of the interior of jails or insane asylums of this time period

Dramatization and discussion:

1. Discussion detween a Puritan and a Quaker concerning prison reform
2. Debate the relative merits of the solitary and silent systems of punishment
3. Role play Dorothea Dix persuading a group of prominent legislators of the need for reform

Buzz groups:

1. Can you justify sending debtors to prison as was done in early 19th century America?
2. Why do you think insane people were confined with criminals in the same jails?

Conclusion

I (believe - do not believe) that the treatment of insane people and criminals was humane at the time of Dorothea Dix because _____

_____

_____

_____

Activities for Sub-problem b: What successes did she have in bringing about reform?

Student reports:

1. Changes in penal and mental institutions in Massachusetts
2. Mental hospitals created in other states
3. Campaign for reform abroad
4. National hospitals

Dramatization and discussion:

1. Senate debate in 1850 on the national involvement in mental health problems
2. Discuss the similarities and differences between Dorothea Dix's crusade and a present-day United Fund campaign

Buzz groups:

1. Would mental institution reform have come without the instigation of Dorothea Dix?
2. Would you have favored the creation of national hospitals for the mentally ill in 1854?
3. Do you respect the courageous person who dedicates himself to a cause? an extremely controversial cause?

Conclusion

I (believe - do not believe) that personal involvement, commitment, and action are necessary to accomplish social change because _____

_____

_____

_____

Overall Judgement

I think one individual (can - cannot) influence society when _____

_____

_____

_____

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WAS THE TESTIMONY OF DOROTHEA DIX IMPRESSIVE?

"Gentlemen: . . . About two years since, leisure afforded opportunity and duty prompted me, to visit several prisons and almshouses in the vicinity of this metropolis. . . . Every investigation has given depth to the conviction that it is only by decided, prompt, and vigorous legislation that the evils to which I refer, and which I shall proceed more fully to illustrate, can be remedied. . . . I TELL WHAT I HAVE SEEN, painfully and shocking as the details often are, that from them you may feel more deeply the imperative obligation which lies upon you to prevent the possibility of a repetition of continuance of such outrages upon humanity. . . ."

1. Judging from the clues in the passage, to what type of group was this plea or appeal addressed?
2. What did Dorothea Dix want done?

"I proceed, gentlemen, briefly to call your attention to the PRESENT state of insane persons confined within this Commonwealth, in CAGES, CLOSETS, CELLARS, STALLS, PENS; CHAINED, NAKED. BEATEN WITH RODS, and LASHED into obedience!. . . .

1. Do you think most of the people did or did not know of the treatment administered to the insane of the state?
2. Of those who WERE aware of the problem, why do you think they had not taken steps to correct the situation?

"Some may say these things cannot be remedied; these furious maniacs are not to be raised from these base conditions. I know they are; I could give many examples; let one suffice. A young woman, a pauper in a distant town, Sandisfield, was for years a raging maniac. A cage, chains, and the whip were the agents for controlling her, united with harsh tones and profane language. Annually, with others (the town's poor) she was put up at auction, and bid off at the lowest price which was declared for her. One year not long past, an old man came forward in the number of applicants for the poor wretch; he was taunted and ridiculed. What would he and his old wife do with such a mere beast? 'My wife says yes,' replied he, 'and I shall take her.' She was given to his charge; he conveyed her home; she was washed, neatly dressed, and placed in a decent bedroom, furnished for comfort and opening into the kitchen. How altered her condition! As yet the chains were not off. The first week she was somewhat restless, at times violent, but the quiet ways of the old people wrought a change: she received her food decently; forsook acts of violence, and no longer uttered blasphemous or indecent language. After a week the chain was lengthened, and she was received as a companion into the kitchen. Soon she engaged in trivial employments. 'After a fortnight,' said the old man, 'I knocked off the chains and made her a free woman.' She is at times excited, but not violently; they are careful of her diet, they keep her very clean; she calls them father and mother. Go there now, and you will find her 'clothed,' and though not perfectly in her 'right mind,' so far restored as to be a safe and comfortable inmate. . . ."

Here you will put away the cold, calculating spirit of selfishness and self-seeking, lay off the armor of local strife and political opposition; here and now, for once, forgetful of the earthly and perishable, come up to these halls and

consecrate them with one heart and one mind to works of righteousness and just judgement. . . Gentlemen, I commit to you this sacred cause. Your action upon this subject will affect the present and future conditions of hundreds and thousands. In this legislation, as in all things, may you exercise that wisdom which is the breath of the power of God. Respectfully submitted,

D. L. D.
85 Mt. Vernon Street, Boston,
January, 1843"

1. What does Miss Dix see as possible obstacles to action on the problem?
2. How would you feel as a politician after the reading?
3. Why does she believe that people have an obligation to improve the treatment of the mentally ill?

Lesson 20

A WOMAN'S PLACE

I. Status of women
   - A. Exclusion
   - B. Limitation on education
   - C. Denial of civil rights
   - D. Subservience to husband
   - E. Social prohibitions

II. The movement for reform
   - A. Leaders
   - B. Organization
   - C. Methods

Problem

Was the double standard out of tune with the democratic creed or was it a practical social consideration?

a. What was the rationale or thinking behind the double standard for women?

b. How were women restricted?

c. How did the women's rights movement attempt to awaken public awareness to the double standard?

Activities for Sub-problem a: What was the rationale or thinking behind the double standard for women?

Student reports:

1. "A woman's place" in 1790 (wife of Samuel Slater)
2. A woman's position by 1830
3. Catherine Beecher: American woman
4. Woman: The custodian of the family's leisure and social life

Buzz groups:

1. How did the rise in living standards affect the position of women?
2. What would you consider the strongest arugment against equal rights for women around 1800?

Conclusion

Women were denied equal rights with men because _____

_____

_____

_____

Activities for Sub-problem b: How were women restricted?

Student reports:

1. Abigail Adams: plea for education
2. Right of ownership of property and control of children
3. Massachusetts law on beating a wife
4. Divorce laws
5. Inheritance laws
6. Prejudices against women in profession
7. Women: "perpetual minors" or "second-class citizens"

Buzz groups:

1. Do you believe that the treatment of women lowered them to being "perpetual minors" and at the same time elevated them to a place on a pedestal?
2. Would you consider Abigail Adams typical of women in her day or would you consider her different?

Conclusion

The harshest restrictions put on women were _____

_____

_____

_____

Activities for Sub-problem c: How did the women's rights movement attempt to awaken public awareness to the double standard?

Student reports:

1. Leaders of women's rights movement: Elizabeth Cady Stanton, Lucretia Mott
2. Rights of natural and "convinced" Quaker women
3. Seneca Falls: Declaration of Sentiments
4. Fanny Wright: popular lecturer
5. Grimké sisters: antislavery speeches
6. Amelia Bloomer: dress reformer
7. Clara Barton
8. Lucy Stone and Susan B. Anthony
9. General Federation of Women's Clubs (1889)

10. The Gibson girl of the 1890's
11. The flapper of the 1920's
12. Mrs. Endicott Peabody: civil rights worker

Displays:

1. Sketches of the Bloomer girl, the Gibson girl, and the flapper
2. Make a petition similar to the ones circulated by leaders of the women's rights movement

Dramatizaiion and demonstration:

1. A parade of suffragists in the early 1900's
   Make a banner to carry
2. Speech by one of the Grimké sisters to abolitionists

Buzz groups:

1. What argument was strongest in favor of woman suffrage?
2. Why did women become interested in so many different reforms?
3. Did the increase in the number of women with jobs influence the argument on woman suffrage?
4. Do you feel that the Constitution of the United States had any provision to safeguard women's rights before Amendment XIX was added?
5. Do you think the women at Seneca Falls used the Declaration of Independence as the basis of their declaration?

Conclusion

I believe that the efforts of women to achieve a better status were (successful - not successful) because _____

_____

_____

_____

Overall Judgement

The treatment of women was (in - not in) harmony with democracy because

_____

_____

_____

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THE SENECA FALLS DECLARATION OF INDEPENDENCE

"When in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

"We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundations on such principles, and organizing its powers in such form, as to them shall seem likely to effect their safety and happiness. . . .

"The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

"He has never permitted her to exercise her inalienable right to the elective franchise.

"He has compelled her to submit to laws, in the formation of which she had no voice.

"He has withheld from her rights which are given to the most ignorant and degraded men---both native and foreigners. . . .

"He has taken from her all right in property, even to the wages she earns.

"He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to purposes, her master---the law giving him power to deprive her of her liberty, and to administer chastisement.

"He has so framed the laws of divorce, as to what shall be the proper causes and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of the woman---the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.

"After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

"He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration. He closes against

her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

"He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.

"He allows her in Church, as well as State, but a subordinate position, claiming Apostolic authority for her exclusion from the ministry, and with some exceptions, from any public participation in the affairs of the Church.

"He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society, are not only tolerated, but deemed of little account in man . . . .

"He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

"Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation---in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States. . . .

"RESOLVED, That all laws which prevent woman from occupying such a station in society as her conscience shall dictate, or which place her in a position inferior to that of man, are contrary to the great precept of nature and therefore of no force or authority. . . ."

"RESOLVED, That the women of this country ought to be enlightened in regard to the laws under which they live, that they may no longer publish their degradation by declaring themselves satisfied with their present position, nor their ignorance, by asserting that they have all the rights they want."

"RESOLVED, That inasmuch as man, while claiming for himself intellectual superiority, does accord to woman moral superiority, it is preeminently his duty to encourage her to speak and teach, as she has an opportunity, in all religious assemblies."

Lesson 21

EDUCATION: FOR THE FEW OR THE MANY?
(1800-1870)

I. Denial of educational opportunity
   A. Child labor
   B. Illiteracy
   C. Extreme

II. Opposition to tax-supported schools
   A. Childless families
   B. The well-to-do
   C. Farming groups

III. Supporters of tax-supported schools
   A. Humanitarian liberals
   B. Educators
   C. Labor unions
   D. Frontier West

IV. Major changes

Problem

Is education of the public necessary for democracy?

a. Which were the stronger in American history: leaders and traditions <u>for</u> or <u>against</u> public education?

b. How was public education expanded?

c. Did education affect democracy?

<u>Activities for Sub-problem a</u>: Which was the stronger in American history: Leaders and traditions <u>for</u> or <u>against</u> public education?

Student reports:

1. Thomas Jefferson: University of Virginia
2. Benjamin Franklin: Proposals for courses

3. Noah Webster: "old blue-backed Spelling Book"
4. Limitations of public schools: 3 R's
5. Opposition of many tax-payers
6. A law for compulsory attendance
7. Academies and seminaries
8. Latin Grammar School of Boston
9. The Reverend Jedidiah Morse: Geography Made Easy (1789)
10. Puritan concern for Bible reading skills

Displays:

1. Copies of old text books

Dramatization and demonstration:

1. A class in an early public school

Buzz groups:

1. Do you believe that it was fair to tax all citizens for the support of public schools?
2. Would you have favored a law for compulsory education in the 1800's?
3. Do you agree with the early leaders and their pleas for public education?

Conclusion

I believe that traditions (for - against) education were stronger because

_____

_____

_____

Activities for Sub-problem b: How was public education expanded?

Student reports:

1. Samuel Read Hall: Teacher training
2. Noah Webster: A national language
3. Horace Mann: Normal schools
4. Elizabeth Peabody: "Grandmother of Kindergartens"
5. Thaddeus Stevens: Free schools in Pennsylvania
6. Henry Barnard: State superintendent of Connecticut
7. Demand for public schools by labor
8. McGuffey's Reader
9. Horace Greeley: New York Tribune
10. Temple School of Bronson Alcott
11. Mary Lyon: Founder of Mount Holyoke
12. Public libraries
13. "Land-grant" colleges (Morrill Act)
14. Emma Hart Willard: Student self-government association

Displays:

1. Banners: "Free schools for a free people"
   "Educate all the children of the land"
2. Copies of McGuffey's Reader

Dramatization and demonstration:

1. Argument between two laborers about advantages of education

Buzz groups:

1. Did the curricula of schools in 1800's meet the needs of students?
2. Why did public schools not gain widespread favor in the South?
3. How do you explain the appearance and use of so many ways of providing education?

Conclusion

Public education was expanded by _____

_____

_____

_____

_____

Activities for Sub-problem c: Did education affect democracy?

Student reports:

1. John Adams: Necessity of education
2. George Washington: A national university
3. Oberlin College: abolition and social reform
4. Women's seminaries and colleges: Women's rights leaders
5. School and democracy on the western frontier
6. Noah Webster: "Schoolmaster of America"

Buzz groups:

1. Do you think that the spread of education brought a growth of democracy?
2. Do you think that gains in democracy in turn brought further changes in schools?
3. What if public schools had never been established? Would democracy have been affected?

Conclusion

I believe that public education (aided - did not aid) in the growth of democracy because _____

_____

_____

_____

U. S. HISTORY II

Overall Judgement

Education (is - is not) necessary in a democracy because _____

_____

_____

_____

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Lesson 22

IRISH NEED NOT APPLY

I. Immigrant hopes and aspirations

II. Roots of resentment
   A. Economic competition
   B. Social fears
   C. Political mistrust

III. Opposition
   A. Violence
   B. Discrimination
   C. Organizations to suppress
   D. Legislation to exclude

Problem

Did the Nativist reformers (movement against recent immigrants) protect or deny democracy and the American way of life?

a. Why did Nativists believe that the nation was endangered by the influx of immigrants? Was it?

b. What methods did the Nativists use to try to reduce the influence and numbers of immigrants?

c. How did the effect of this reform movement on society contrast with the effect of the other three movements?

Activities for Sub-problem a: Why did Nativists believe the nation was endangered by the influx of immigrants? Was it?

Student reports:

1. Destitute condition of Irish immigrants (potato famine)
2. Clannishness of immigrants: desire to stay in groups
3. "Little Germany," a section of New York City
4. Immigrant support of political machines
5. German customs and foods
6. Immigrant acceptance of lower wages
7. German political reformers: socialism, woman suffrage, and Constitutional suggestions
8. Fear and hatred of Catholics dating from founding of colonies

9. Irish defensiveness and inclination to fight when insulted
10. German custom of beer drinking
11. Welfare and assistance programs for immigrant slum dwellers
12. The German-American Society and Shamrock society
13. Collapse of German revolutions of 1848
14. Carl Schurz
15. The building of railroads by immigrant labor
16. Patriotism of John and Charles Carroll

Displays:

1. German words and names current in American vocabulary
2. Pictures of German dishes and foods popular in America
3. Anti-immigrant cartoons which illustrate the fears which older American immigrants held
4. Chart showing increases in the numbers of immigrants after 1820

Dramatization and demonstration:

1. Role-play a conversation between two laborers who resent the Irish and fear that their jobs will be taken by new immigrants
2. A political speech by a German immigrant on possible changes in law and Constitution
3. Describe and dramatize the stereotype of Irishmen common before 1860: drunken, rowdy, eager to fight, uneducated and uncultured, dirty, and immoral

Buzz groups:

1. How did the attitudes of the Nativists compare with the attitudes and concern of the other three reform movements studied?
2. Do you think that there would be any connection between poverty and the inclination to drink and fight?
3. Do you think some Americans today assume that the incidence of crime among slum dwellers is a result of their basic inferiority, rather than their poverty?
4. Why do many people in New York today resent the influx of Puerto Rican immigrants?
5. Do you think people tend to fear ideas and customs which are different simply because they are unfamiliar?

Conclusion

The Nativists believed that the nation was endangered by the influx of immigrants because _____

_____

_____

_____

Activities for Sub-problem b: What methods did the Nativists use to try to reduce the influence and numbers of immigrants?

Student reports:

1. Secret societies with patriotic names: American brotherhood, American Protestant Association, Order of the Star-Spangled Banner, etc.
2. Political party: The American Party or "Know Nothings"
3. Samuel F. B. Morse and the anti-Catholic campaign
4. Lyman Beecher and his book, Plea for the West
5. Herman Norton and his book Startling Facts for American Protestants
6. Anti-Catholic newspapers: Reformation Advocate, The Native American, Priestcraft Exposed, and the Anti-Romanists etc.
7. The Plug-Uglies, Blood Tubs, and Rip Raps: Terrorist mobs
8. Millard Fillmore: American party candidate in 1856
9. Job discrimination toward Irish immigrants
10. Disease-ridden steam ships or "coffin ships" (bringing Irish)

Displays:

1. Nativists banners such as "Americans must rule America"
2. Anti-immigrant cartoons

Dramatization and demonstration:

1. A whisper campaign against a German or Irish Catholic office seeker
2. Meeting of the Sons of the Sires of '76, held in secret with passwords, secret handshakes, political campaign strategies
3. Voting place: hoodlums (Plug-Uglies) terrorize immigrants into not voting

Buzz groups:

1. On what fears was the anti-immigrant campaign based? Would you have feared and resented immigrants?
2. Why do you think the Nativists felt that it was important to deny immigrants the vote and right to hold political office?
3. Why do you think the Nativists usually adopted patriotic sounding names for their organizations?
4. How were the methods of influencing the public alike and different from the reformers we have already studied?

Conclusion

The methods used by the Nativists to reduce the influence and numbers of immigrants coming to America were _____

_____

_____

_____

Activities for Sub-problem c: How did the effect of the Nativists Reform Movement on society contrast with the effect of the other three movements?

Student reports:

1. Anti-Catholic riots: 1834 in Boston and in the 1850's
2. The establishment of numerous parochial schools
3. The anti-Catholic campaigns against Al Smith (1928) and John F. Kennedy (1960)

Displays:

1. Signs indicating resentment of Irish such as "Help Wanted: Irish Need Not Apply"

Creative writing:

1. The Triumph of the Nativists Movement in America (Imagine the effects or changes which might have resulted if the Nativists Movement had claimed the support of the majority of Americans and had gained control of the national government)

Dramatization and demonstration:

1. Scene in which an Irish immigrant seeks a job and is rudely rejected
2. Scene in which Irish and "native American" street gangs taunt each other--contrasted with #3 below
3. Meeting of citizens concerned about the conditions of prisons and treatment of the insane

Buzz groups:

1. Were the effects of the Nativists Movement alike or different from other reform movements studied?
2. Do you think that the Nativists Movement against immigrants would have been more influential if the slavery issue had not become so important and distracted the public?
3. Do you think all effects of the Nativists campaign have faded away or do you see any carry-overs today?
4. Do you think that the Nativists Movement was necessary to guard democracy or harmful to democracy?

Conclusion

When I compare the Nativist Reform Movement with other reform movements I conclude that _____

_____

_____

_____

Overall Judgement

I think that the Nativist Movement (protected - denied) democracy and the American way of life because _____

_____

_____

_____

Films

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Lesson 23

UTOPIAN AND RELIGIOUS COMMUNITIES: A CHANCE TO EXPERIMENT

I. Religious communities
   A. The Shakers
   B. The Mormons
   C. Amana Society
   D. Amish communities

II. Cooperative ventures
   A. Brook Farm
   B. Oneida
   C. New Harmony

Problem

Should a society tolerate nonconformist groups or communities?

a. What motivated some people to experiment with a different or new pattern of living?

b. How did surrounding traditional groups react to the nonconformists groups and their leaders?

c. What are the arguments for and against toleration of non-conformists by society at large?

Activities for Sub-problem a: What motivated some people to experiment with a different or new pattern of living?

Guest speakers:

1. Sociologist or psychologist

Student reports:

1. Frances Wright (Fanny) and Nashoba
2. Frontier spirit of individualism
3. Camp-meeting revivalism in the West
4. Sermons of Charles Grandison Finney
5. Ideas of Robert Dale Owen
6. Transcendentalism
7. Bronson Alcott and Fruitlands
8. Henry David Thoreau and Walden Pond

9. Ralph Waldo Emerson
10. Joseph Smith
11. George Rapp and the Rappites
12. Beliefs of John Humphrey Noyes
13. Phalanxes
14. Mother Ann Lee and Shakers
15. Poverty of city slums
16. Brook Farm
17. Hopedale: "A Miniature Christian Republic"

Displays:

1. Illustrate your ideal of a cooperative or utopian community (Scenes and organization)

Dramatization and demonstration:

1. Give a speech describing a utopian community to which you invite the class to join

Buzz groups:

1. Which motives---religious or social---do you think would be better for starting and continuing an experimental community? Why?
2. Do you know of any experimental communities today? What motivates them?
3. Do you think some people have been attracted to special communities because they enjoyed or needed a greater sense of "belonging"? What motives do you think are the strongest?

Conclusion

Some people who have experimented with different or new patterns of living were motivated by _____

_____

_____

_____

Activities for Sub-problem b: How did surrounding traditional groups react to nonconformist groups and their leaders?

Student reports:

1. The persecution and imprisonment of Mother Ann Lee in England; mob violence against her in New England
2. The burning of Nauvoo
3. Murder of Joseph and Hyrum Smith in the Carthage jail
4. Expulsion and ostracism of John Noyes from ministry
5. Tolerance extended to Brook Farm, New Harmony, Amana and others

Displays:

1. Map showing the migrations of the Mormons before reaching the Salt Lake

Buzz groups:

1. Do you think the prosperity of the Mormons might have been a factor in causing their neighbors to resent them?
2. Why do you think experimental settlements were extended more tolerance in the new world than in Europe?
3. What do you think causes some nonconformist groups to be resented and persecuted while others are ignored?
4. Which of the pre-civil war communities might be tolerated in today's society? Some? All? None?

Conclusion

Surrounding traditional groups reacted to nonconformist groups in the following ways:_____

_____

_____

_____

Activities for Sub-problem c: What are the arguments for and against toleration of nonconformists by society at large?

Guest speakers:

1. Public health officer on need for minimum standards
2. Lawyer and legal obstacles facing experimental communities today and yesterday
3. A member of a religious community
4. Sociologist

Student reports:

1. Oneida silver products
2. "Perfectionism" as a philosophy
3. Shaker inventions: ice cream, buzz saw, clothes pin, and others
4. Salt Lake City

Displays:

1. Shaker inventions

Buzz groups:

1. Do you think the efforts of utopian communities influenced action by states in areas of prison reform and other social problems?
2. What do you think the effect of "forced conformity" would have been on the practice of democracy?
3. Are there limits to what society should tolerate or can tolerate? Explain

Conclusion

Arguments for toleration of nonconformists _____

_____

_____

_____

Arguments against toleration of nonconformists _____

_____

_____

_____

Overall Judgement

I think a society (should - should not) tolerate nonconformist groups or communities because _____

_____

_____

_____

_____

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4. Todd, Curti, Rise of the American Nation, pp. 337
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Lesson 24

CHARTERS FOR CHANGE

I. Crusaders
   A. The Tappan brothers
   B. William L. Garrison
   C. Theodore Weld
   D. Harriet Beecher Stowe

II. Organizations
   A. American Colonization Society
   B. International Anti-Slavery Society
   C. American Antislavery Society

III. Burdens and benefits of organization
   A. Internal divisions
   B. Financial support
   C. Systematic campaign
   D. Psychological attraction

Problem

Did organizing into groups help promote antislavery feeling and support?

a. How were the crusaders alike and different?

b. How did goals and methods of the antislavery factions gradually change?

c. Were the abolitionist organizations more influential than individual crusaders would have been alone?

Activities for Sub-problem a: How were the crusaders alike and different?

Student reports:
(Class might chart characteristics on a grid)

1. Frederick Douglass, the brilliant slave who rose to high position
2. Theodore Weld, a man with "logic on fire"
3. Cassius M. Clay, southern-born publisher of the True American
4. Horace Greeley, editor of the New York Tribune

5. James G. Birney, candidate of the Liberty Party
6. Sarah Grimké, a Southern Quaker
7. Walt Whitman
8. John Greenleaf Whittier
9. Sojourner Truth
10. Henry Wadsworth Longfellow
11. John Quincy Adams, "Mr. Eloquent"
12. John Brown
13. Charles L. Reason and other Negro abolitionists

Displays:

1. Pictures or sketches of abolitionists
2. Illustrations of scenes of harrassment

Buzz groups:

1. Do you think a crusader is generally more intelligent than the average person?
2. What characteristics would you generally ascribe to someone who crusades or campaigns for a cause?
3. Most abolitionists had to suffer persecution and violence for their beliefs. How do you explain this?
4. Do you think most crusaders have to be willing to suffer for their beliefs? Why or why not?
5. Do you think opposition---particularly harsh opposition--- would tend to make a crusader more timid or more aggressive? Why?

Conclusion

I think that the crusaders against slavery were alike and different in the following ways: _____

_____

_____

_____

Activities for Sub-problem b: How did the goals and methods of the antislavery factions gradually change?

Student reports:

1. Benjamin Lundy: author of the Genius of Universal Emancipation (1812)
2. Elijah Lovejoy and the raising of the free press issue
3. William L. Garrison's demand for immediate, uncompensated emancipation
4. John Quincy Adams and the freedom of petition issue
5. The American Colonization Society and its failure
6. The effects of Fugitive Slave Law on Northern opinion: The fight for Thomas Sims
7. The Mutiny on the Amistad and its influence on the North
8. The split on the American Antislavery Society
9. Arthur Tappan and the appeal to nonslave holding Southerners

10. Antislavery Melodies for the Friends of Freedom (1843) by Henry Wadsworth Longfellow
11. "My Countrymen in Chains"! by John Greenleaf Whittier
12. The formation of the Liberty Party

Displays:

1. An anti-slavery petition
2. Campaign poster of the Liberty Party

Creative writing:

1. Write an editorial critical of William L. Garrison
2. Write an article for the North Star, the newspaper of Frederick Douglass which criticized Northern treatment of free Negroes as well as the institution of slavery

Dramatization and demonstration:

1. Dramatize the narrative poem, "The Branded Hand" by John Greenleaf Whittier
2. Dramatic or choral reading of "The Slave's Dream" by Henry Wadsworth Longfellow
3. A succession of short speeches---each becoming stronger and more insistent that slavery must be ended

Buzz groups:

1. How do you think the hostility of Southerners toward abolitionists affected the viewpoints of the abolitionists?
2. Why do you think abolitionists' proposals gradually became stronger and less conciliatory? What events helped to polarize?
3. Do you think the burning of the Constitution by Garrison in protest to the slavery compromise had the same effect of alienating the public as flag burners today?
4. Which abolitionist method of trying to influence opinion do you think was the most convincing?

Conclusion

The goals and methods of the antislavery factions gradually changed in the following ways: _____

_____

_____

_____

Activities for Sub-problem c: Were the abolitionist organizations more influential than individual crusaders would have been alone?

Student reports:

1. The World Antislavery Convention (London, 1840)

2. The American Antislavery Society
3. The American and Foreign Antislavery Society (after 1840 split)
4. Quarrels internally in the American Antislavery Society
5. Theodore Weld as a scout: Recruits from New England seminaries to be abolitionist agents for the American Antislavery society
6. Quarrel between the Tappan brothers and the Grimké sisters over the fusion of women's rights and abolitionism
7. The fight for Anthony Burnes---$40,000 to reutrn a slave
8. The Underground Railroad: Its organization and methods

Displays:

1. Reproduce what you imagine might have been headlines or covers to the publications of the American Antislavery Society: a magazine, The Antislavery Record; a newspaper, Human Rights; the official organ, the Emancipator; and a children's booklet, the Slave's Friend
2. A facsimile of the Garrisonian pledge form (see discovery exercise)
3. "Barnburner" cartoon---1848 campaign
4. Poster advertising a meeting of a local chapter of the American Antislavery Society with special speaker

Dramatization and demonstration:

1. A scene illustrative of the suspense of the Underground Railroad

Buzz groups:

1. In 1840 the American Antislavery Society had 250,000 members, 15 state organizations which supervised 2000 local chapters. It published two dozen journals. Do you see any advantage in this type of organization?
2. Would organization help in circulating petitions?
3. Do you think dues and financial support which could be drawn from organization would offset expenses?
4. Do you see the struggle for leadership and control within organizations as an asset or a weakness?
5. Would you be more apt to commit yourself to a cause if you could join an organization of people with similar views or would you rather work with an individual leader?

Conclusion

I think that abolitionist organizations (were - were not) more influential than individual crusaders would have been alone because _____

_____

_____

_____

Overall Judgement

I think that organizing into groups (did - did not) help promote the anti-slavery feeling and support because _____

_____

_____

_____

Films

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Lesson 25

THE WAR OR WORDS: ACTION AND REACTION

I. The slavery debate
   A. Moral arguments
   B. Constitutional arguments
   C. Economic arguments
   D. Social arguments

II. Persuasion and Repression
   A. Pamphlets and Southern censorship
   B. The Underground Railroad and Southern patrols
   C. John Brown's raid and execution

III. Political Action
   A. Petitions and the "gag rule"
   B. Fugitive Slave Law and Personal Liberty Laws
   C. Republican Party and Democratic Party split
   D. Election of Lincoln and secession

Problem

Did the reformers force the South to resort to secession?

a. What were the arguments against slavery by abolitionists and the counterarguments of Southern spokesmen?

b. How were the vigorous activities of the abolitionists met by forceful counter-actions of opponents?

c. Why did the South resort to the ultimate defensive move---secession?

Activities for Sub-problem a: What were the arguments against slavery by abolitionists and the counterarguments of Southern spokesmen?

Student reports:

1. Comparison of the Bill of Rights with Article 1 (3/5 clause)
2. Christian brotherhood as inconsistent with slavery: Letter from St. Paul asking master to accept slave back etc.

3. Slavery as uneconomical to nonslaveholder and to South generally (see book by U. B. Phillips)
4. Slavery as necessary to plantation system and efficiency
5. Slavery as inhumane: Man is not property
6. George Fitzhugh and arguments for enslaving Northern factory workers
7. Racist arguments: hierarchy of races---to rule and to serve
8. Slavery as damaging to character of master and society
9. Debates by John C. Calhoun
10. Debates by Charles Sumner
11. Debates by William Seward
12. Speeches by Frederick Douglass
13. The "slave power" conspiracy

Displays:

1. Illustration depicting the moral argument against slavery
2. Picture of beautiful plantation as an economic argument for slavery
3. Graphs of increases in cotton production: economic argument
4. Scenes depicting the ill effects of slavery on character of Southern white: cruelty, sadism, prone to violence
5. Scene of the beating of Charles Sumner by Preston Brooke
6. Scene of desperate poverty of Northern factory workers

Dramatization and demonstration:

1. Senate debate over slavery between John C. Calhoune and William Seward
2. Scene in which Southern master displays insensitivity to slave and exhibits cruelty---Northern view; scene in which Southern master and slave exhibit affection and concern for one another---Southern view

Buzz groups:

1. If Southerners really believed that slavery did not violate Christian teaching, how do you think they explained the meaning of the Golden Rule?
2. If slavery was not a humiliating or miserable condition, how can one explain the woeful spirituals, the frequent runaways, and the fear which masters had of revolt? Or can you?
3. If you were a Southerner, which argument against slavery would you find the most offensive?
4. If you were an abolitionist, which argument for slavery would you find the most offensive?

Conclusion

The arguments for slavery by Southern spokesmen were _____

_____

_____

_____

Arguments against slavery were _____

_____

_____

_____

Activities for Sub-problem b: How were the vigorous activities of the abolitionists met by forceful counteractions of opponents?

Student reports:

1. David Walker's pamphlet The Appeal
2. Harriet Tubman and the $40,000 reward for her capture
3. The Underground Railroad and the professional slave catcher
4. Southern attempt to extradite Ransom G. Williams from New York for mailing the Antislavery Record to Southerners
5. Elijah Lovejoy, abolitionist paper and his murder
6. Charles Sumner's speech "Crime Against Kansas" and the attack by Preston Brooks (polarization occurred)
7. The banning of antislavery books in the South: Uncle Tom's Cabin and Hinton Helper's the Impending Crisis of the South
8. John Breckinridge and the Alabama Platform: Abraham Lincoln and the Republican Platform
9. The sacking of Lawrence, Kansas by Missourians and the Pottawatomie massacre
10. The attacks (physical) on Garrison and other abolitionists
11. The split of Northern and Southern churche

Displays:

1. A souvenir cane from the Preston Brooks-Charles Sumner attack
2. Chart of the Alabama and Republican platforms
3. The print or copy of the painting of John Brown leaving jail for the gallows (an abolitionist view)
4. Map of the routes of Underground Railroad
5. Map showing states voting for various candidates in 1860

Dramatization and demonstration:

1. Trial of John Brown (see references for lesson)
2. The speech by Charles Sumner and the attack of Brooks
3. The sacking of the Charleston Post Office in 1835 and the burning of all abolitionist literature

Buzz groups:

1. Do you think the U. S. Postmaster General was right in agreeing that Southern postoffices were under no obligation to deliver abolitionist literature? Do you consider this interference with the mails justified or a dangerous practice?
2. An abolitionist pamphlet stated "No man's freedom is safe unless all men are free." As a Southerner, how would you see this? Do you personally see any truth in the statement?

3. John Brown believed that the slaves had the same right to take up arms for their freedom as did the patriots in the American Revolution. Do you agree or disagree?
4. It has been said that extremism begets more extremism. What do you think?

Conclusion

The forceful counteractions of abolitionists in defense against vigorous Southern activity were characterized or marked by _____

_____

_____

_____

Activities for Sub-problem c: Why did the South resort to the ultimate defensive move---secession?

Student reports:

1. The Dred Scott decision: slavery everywhere
2. The Kansas-Nebraska Act and the admission of Kansas
3. Lincoln's inaugural address
4. The Crittendum Compromise
5. The State's Rights Theory for secession
6. The theory of economic differences as the cause: McDuffy's 40 Bale Thesis
7. Southern "fire-eaters"
8. Arthur Schlesinger and the "moral urgency" of the slavery issue
9. The views of Alexander H. Stephens of Georgia for a wait-and-see attitude rather than secession
10. Faith in king cotton diplomacy (predictions)

Displays:

1. A map of the United States as it would have been if the Crittenden Compromise had been accepted
2. Chart describing the theory of McDuffy
3. Cartoon of "fire-eater" facing abolitionist with slave in the middle
4. Chart of tariff rates since 1815 (Was tariff a cause?)

Dramatization and demonstration:

1. Speech by Southern "fire-eater"
2. Lincoln's inaugural address (1st) Ask class to react to it as Northern abolitionists, Northern democrats, Southerners
3. Conversation between Jefferson Davis and Yancy on the effect of withholding cotton from Europe and the North

Buzz groups:

1. In the Dred Scott Case and in the Fugitive Slave Law, state rights were sacrificed for federal rights. The South supported both of

these decisions. How do you explain this?
2. If the North was penalizing the South economically, how does one explain Southern prosperity before the war?
3. If Lincoln promised not to interfere with slavery where it already existed, why did the South contend that the institution of slavery was threatened?
4. Do you think Southerners and Northerners could have compromised again in 1860? Why or why not?

Conclusion

I think that the South resorted to secession because _____

_____

_____

_____

Overall Judgement

I think that the reformers or abolitionists (did - did not) force the South to secede because _____

_____

_____

_____

_____

Films

1. History of the Negro People part 1
2. Harriet Tubman parts 1 and 2
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Lesson 26

WAR AND EMANCIPATION

I. War to save the Union
   A. Lincoln's reassurances to slaveholders
   B. Consideration of border states

II. Growth of emancipation sentiment
   A. Consideration of foreign opinion
   B. Strength of abolitionists
   C. Action by Union generals
   D. Action by Congress
   E. The Emancipation Proclamation

III. War efforts of black Americans

IV. The 13th Amendment

Problem

Was the Emancipation Proclamation a humanitarian reform or a political expediency?

a. Why did the Emancipation Proclamation not come before 1863?
b. Why did the war aims change?
c. How was the course of the war affected by the Emancipation Proclamation?

Activities for Sub-problem a: Why did the Emancipation Proclamation not come before 1863?

Student reports:

1. Lincoln's Inaugural Address, March 4, 1861
2. Doctrine of state sovereignty
3. Secession of the Confederate States
4. The slave states which remained in the Union
5. Copperheads
6. Conservative Republicans
7. Lincoln's personal beliefs about emancipation
8. The Confiscation Act of 1862

9. George B. McClellan
10. Preliminary announcement of the Emancipation Proclamation
11. Repeal of the Fugitive Slave Act
12. Compensated emancipation

Displays:

1. Make a chart showing white, free Negro, and slave populations in 1860 by state

Dramatization and demonstration:

1. Role play a debate in Congress in 1861 over the issue of emancipation
2. Discuss the issue of states' rights and the right of a state to secede from the Union

Buzz groups:

1. Would the border states have seceded if Lincoln had announced his intention to emancipate the slaves in his inaugural address?
2. Did Lincoln hope to convince the Confederate States to return to the Union by not making an issue of slavery?
3. How do you think the majority of citizens of the northeastern states felt about slavery and Negroes at the outbreak of war?

Conclusion

The sincerity of Americans' concern for the Negro slaves (was - was not) indicated by their attitudes toward emancipation as evidenced by _____

_____

_____

_____

Activities for Sub-problem b: Why did the war aims change?

Student reports:

1. Northern reaction to secession and the war
2. Negro colonization movement
3. Runaway slaves
4. John C. Fremont
5. Lincoln's first annual message
6. Benjamin F. Fuller
7. Contraband of war
8. Policy on the use of Negro soldiers
9. James H. Lane
10. David Hunter
11. English and French policy
12. Slavery in the District of Columbia
13. Charles Sumner
14. Ben Wade
15. Thaddeus Stevens

Displays:

1. Pictures of slaves crossing over the Union lines

Dramatization and demonstration:

1. Role play two or more citizens of a northern state discussing the war and slavery issue in 1862
2. Discuss the reasons for and against the use of Negro troops prior to the Emancipation Proclamation

Buzz groups:

1. Why did Lincoln wait until after an important victory to make public the Emancipation Proclamation?
2. Would the Confederacy have endured if it had had foreign allies?
3. How long would the people of the North have supported a war, the sole aim of which was to preserve the Union?

Conclusion

The slavery issue (was - was not) the key factor in the defeat of the Confederacy because _____

_____

_____

_____

Activities for Sub-problem c: How was the course of the war affected by the Emancipation Proclamation?

Student reports:

1. Emancipation Day in the Confederate states
2. Negro soldiers in the Union army
3. Election of 1864
4. Limitations of the Emancipation Proclamation
5. English opinion of slavery
6. Effect of emancipation of the Confederacy

Dramatization and demonstration:

1. Role play Negro slaves being told of the Emancipation Proclamation on a southern plantation
2. Contrast the psychological effect of the Emancipation Proclamation with its actual immediate effect

Buzz groups:

1. If it had not been for slavery, would the Civil War have ever occurred?
2. What did the formation of all Negro army units with white officers indicate about northern racial attitudes?
3. Why was the 13th Amendment necessary after the Civil War?

4. Was the effect of the Emancipation Proclamation in England crucial to the outcome of the war?

Conclusion

The concept of human freedom in America (was - was not) changed by the Emancipation Proclamation because _____

_____

_____

_____

Overall Judgement

I consider that the Emancipation Proclamation (did - did not) bring reforms through its provisions for _____

_____

_____

_____

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5. Wade, Wilder, Wade, A History of the United States, pp. 152, 358, 372-73

Lesson 27

A BRIEF DAY FOR FREEDOM

I. Southern attempts to preserve the old order
   A. Election of Confederate leaders
   B. The Black Codes
   C. Riots: Memphis and New Orleans

II. Suffering of freedman

III. Protecting the freedman
   A. Freedmen's Bureau
   B. 14th Amendment
   C. Civil Right Acts

IV. Reconstruction governments
   A. Accomplishments
   B. Political corruption

Problem

Was reconstruction successful in providing the freedman the basis of free independent citizenship?

a. What problems faced the freedman?
b. How did reconstruction attempt to solve these problems?
c. What were the weaknesses of reconstruction and could they have been overcome?

Activities for Sub-problem a: What problems faced the freedman?

Student reports:

1. Dire poverty and the lack of means of support after war
2. The Black Codes (Southern attempt to reimpose control)
3. The White League: Organization to guard ballot boxes against Black ballots
4. The rise of the Ku Klux Klan and terrorism
5. The freedman's lack of education

6. Resentment of white Southerners
7. Pleas of Charles Sumner

Displays:

1. Scenes of great poverty and need among Southerners
2. Chart of the Black Codes

Dramatization and demonstration:

1. Voting place guarded by the White League when a freedman tries to vote
2. Tableaux on needs of freedmen

Buzz groups:

1. How could the freedman earn his bread without working for a white landowner? What was the danger in this?
2. If you were a Northerner reading the papers about riots, newly elected Confederates to Congress, and the Black Codes, what would you think?
3. If you were a Southerner---defeated and bitter---on what or whom could you vent your frustration?
4. What were the programs needed by the freedman---if you were President and had the power to enact them?

Conclusion

The problems which faced the freedman were _____

_____

_____

_____

Activities for Sub-problem b: How did reconstruction attempt to solve the freedman's problems?

Student reports:

1. The services of the Freedmen's Bureau to white and black alike
2. The "Force Bills" of 1870-71
3. The 14th and 15th amendments
4. The Reconstruction Act of 1867
5. The first mixed jury: the trial of Jefferson Davis
6. Henry Ossian Flipper: First black graduate of the U. S. Military Academy (1877)
7. Firsts for the Negro: new freedom, wages, marriage, etc.
8. The migration and persecution of New England school matrons---to the South to teach black children
9. Fisk University
10. Howard University
11. The establishment of public schools (reconstruction governments)
12. John Mercer Langston of Virginia: House of Representatives

Displays:

1. Literature from Fisk or Howard University today
2. Pictures of firsts since freedom: scenes

Dramatization and demonstration:

1. Tableaux on the joy and pride in the new freedoms
2. Freedman Bureau officer calls on a planter and informs him that the contract he has offered a freedman is virtual serfdom and will not be signed

Buzz groups:

1. Reconstruction governments established public schools, abolished imprisonment for debts, abolished racial and property qualifications for voting, and established asylums for the insane. Public roads were built, as well as hospitals and housing for freedmen. They had some progressive provisions for taxing. Why do you think that most historians have followed the line that the reconstruction governments were merely corrupt and had no accomplishments?
2. Why was the Freedman Bureau resented by whites when it would also give them assistance? What do you think?
3. Do you think the laws passed by the National government were good? Why or why not?

Conclusion

The reconstruction attempt to solve the problems of the freedman were ____

_____

_____

_____

Activities for Sub-problem c: What were the weaknesses of reconstruction and could they have been overcome?

Student reports:

1. 40 acres and a mule: the unfulfilled promise
2. White social pressure against white Southerners who cooperated
3. The size of the "army of occupation"
4. The failure to integrate schools: excluded for Civil Rights Acts
5. Opposition from the Supreme Court: Hall v. De Carr (1878), U. S. v. Cruikshank (1876), The Slaughter House Case (1873)
6. Sharecropping and its strings
7. Inexperience of many Negro lawmakers

Displays:

1. Cartoon on the strings of sharecropping
2. Chart showing or comparing the size of the army of occupation and the Southern population

Dramatization and demonstration:

1. Scene or situation of Southern ostracism of Southern cooperator--- "Scalawag"

Buzz groups:

1. What problems would you guess came about from the fact that the Union army stationed in the South was so small?
2. What would you say led freedmen back to the plantation to sharecrop?
3. Since the United States government had so much "empty" land in the West, do you think Negroes could have been settled on land of their own in the West?
4. How do you think integration of the races might have been brought about or set up during reconstruction? Or do you?
5. 21% of the black Southerners could read by 1877. Was this good or bad?

Conclusion

The weaknesses of the reconstruction (could - could not) have been overcome because _____.

_____

_____

_____

_____

Overall Judgement

I think reconstruction (was - was not) successful in providing the basis of free independent citizenship because _____

_____

_____

_____

Films

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6. Ibid., "The Ravaged South"
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4. Todd, Curti, Rise of the American Nation, pp. 93, 190, 296, 303-06, 397, 401-04, 409, 412, 619, 754, 803-04
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Lesson 28

ABANDONING THE FREEDMAN

I. Terrorism
   A. Ku Klux Klan
   B. Lynchings

II. Economic bondage
   A. Sharecropping
   B. Low wages
   C. Chain gangs

III. Negro attempts to migrate
   A. Pap Singleton and the Exodus
   B. Laws against

IV. Suppression
   A. Compromise of 1877
   B. Denial of civil rights
   C. Early segregation

Problem

Was Democracy affected by suppression of the freedman?

a. How was the freedman subjugated?
b. Did the reduced status of the freedman lower the position of the white Southerner?
c. Could the North have prevented the suppression of the freedman?

Activities for Sub-problem a: How was the freedman subjugated?

Guest speakers:

1. Expert on black history to speak on the rise of Jim Crow

Student reports:

1. Nathan Bedford Forrest
2. Knights of the White Camelia

3. Ku Klux Klan
4. Thomas Dartmouth Rice
5. Jim Crow as a synonym for Negro
6. Two taboos: interracial eating and intermarriage
7. Booker T. Washington's "Atlanta Compromise"
8. Laws requiring segregation
9. Literacy and property tests and poll taxes
10. Grandfather clauses
11. White supremacy
12. Life on a chain gang
13. Miscegenation in America
14. Red Summer of 1919
15. Treatment of Negro troops during World War I
16. Job discrimination and wage scales
17. Sharecropping and peonage

Displays:

1. Pictures of Ku Klux Klan activities and of lynchings
2. Photographs of Jim Crow signs on facilities such as rest rooms, drinking fountains, theatres, etc.

Dramatization and discussion:

1. Role play of Negro trying to register to vote in Alabama in 1910
2. Discussion between Booker T. Washington and W.E.B. DuBois on the place of the Negro in America
3. Role play of Negro soldier returning to his home town from France after World War I

Buzz groups:

1. What would your attitude have been toward the Ku Klux Klan in 1870?
2. Were laws or terrorism more effective in suppressing the freedmen?
3. Could you compare the Jim Crow era favorably with the last years of slavery?

Conclusion

The actions of Southern white to suppress the freedmen (were - were not) justified because _____

_____

_____

_____

Activities for Sub-problem b: Did the reduced status of the freedman lower the position of the white Southerner?

Student reports:

1. Fear of Negro domination
2. The Populist Revolt in the South

3. Economic cost of segregation
4. Industrial development in the South
5. Segregated schools and quality education for all
6. The migration of 1879
7. Attempts to bar migration

Displays:

1. Chart or map showing Negro and white population in the southern states in 1877 and 1919

Dramatizations and discussions:

1. Southern politician talking with his constituents about the Populist movement
2. Discuss whether the slow economic development of the South can be attributed to the suppression of the Negro?

Buzz groups:

1. How could the Negro have been better utilized in the South?
2. Has fear of Negro domination inhibited progress in the South?
3. Why did Southern whites try to prevent the exodus of Negroes in the 1880's?

Conclusion

Racism can be a (positive - negative) force affecting progress because

_____

_____

_____

Activities for Sub-problem c: Could the North have prevented the suppression of the freedmen?

Student reports:

1. Hayes Conpromise of 1877
2. Civil Rights Bill of 1875
3. Supreme Court decision on Civil Rights Bill in 1883
4. Plessy vs. Ferguson
5. Federal Anti-Lynching Law
6. W. E. B. DuBois
7. Birth of the NAACP and the Urban League
8. Marcus Garvey
9. Job discrimination in the North
10. Negro living conditions in the North
11. Status of Negroes during the Great Depression

Dramatization and discussion:

1. Role play the argument of the Plessy vs. Ferguson case before the Supreme Court
2. Discuss the disenchantment of Northerners for the problems of the freedmen and why this may have occurred

U. S. HISTORY II

Buzz groups:

1. Was it a lack of will or a lack of means that caused the abandonment of the freedmen by the Federal Government?
2. Who were the worst losers in the aftermath of the Civil War?
3. Can you justify a need for the creation of the NAACP and the Urban League?
4. Was the "back to Africa" movement of Garvey a sensible idea for the solution of the Negroes' problems?
5. Did the Negro who fled the discrimination of the South find a better racial climate in the North?

Conclusion

Federal laws to protect the rights of minorities (are - are not) desirable because _____

_____

_____

_____

Overall Judgement

I think democracy (was - was not) affected by the suppression of the freedman because _____

_____

_____

_____

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Lesson 29

AN ALIEN IN HIS OWN LAND: THE DILEMMA OF THE PLAINS INDIAN

I. Destruction of a civilization
   A. Intrusion of the railroads
   B. Extermination of the buffalo
   C. Influx of settlers
   D. Confinement and dependency

II. Warfare and defeat
   A. Cheyenne-Arapaho War of 1862
   B. Sioux Wars of 1865-67
   C. Sioux War of 1875
   D. Surrender and confinement

III. Eastern Defenders
   A. Leaders
   B. Indian Rights Association
   C. Dawes' Severalty Act
   D. Burke Act of 1906

IV. Problems today

Problem

Was destruction of Indian society inevitable, or was peaceful coexistence possible?

a. What caused conflict between white men and Indians?
b. What methods were used to reduce the "Indian problem"?
c. What have been the results of the Indian policy?

Activities for Sub-problem a: What caused conflict between white men and Indians?

Student reports:

1. The transcontinental railroad
2. Westward migration across the Great Plains

3. Buffalo hunters
4. The "Digger" Indians and the California gold rush of 1849
5. Miners' invasion of Cheyenne and Arapaho lands in 1859
6. "The Powder River Road" ("Bozeman Trail")
7. Sioux uprising of 1862
8. "Ghost Dances" (Wovoka ceremonies)

Displays:

1. Poster advertising formation of a wagon train for migration west
2. Map showing principal roads and railroads through Indian country
3. Graph showing decrease of the buffalo herds from 1867 to 1883

Dramatization and demonstration:

1. Indian council discussing encroachment of white settlers
2. White settlers' council discussing Indian problems

Buzz groups:

1. Who do you think had the greater right to the western lands, the Indians or the United States?
2. Do you think there were any groups who favored conflict with the Indians? Which groups wanted to avoid conflict? How would you explain their views?
3. Do you think conflict with the Indians could have been avoided without stopping the growth of the United States?

Conclusion

The sources of conflict between white men and Indians were _____

_____

_____

_____

Activities for Sub-problem b: What methods were used to reduce the "Indian problem"?

Student reports:

1. The geographic division of the problem: the mountains and the Great Plains
2. The Five Civilized Tribes
3. The results of the Five Civilized Tribes' Southern sympathy during the Civil War
4. Colonel Kit Carson in the campaigns of 1863-64
5. The Chivington Massacre at Sand Creek on November 28, 1864
6. The Fetterman Massacre of 1866
7. The Medicine Lodge and Fort Laramie Treaties
8. Custer's Washita Valley victory of November 27, 1868
9. The Red River War of 1874

10. The Battle of Little Big Horn
11. Sitting Bull
12. Chief Joseph's and the Nez Perce's flight to Canada in 1877
13. Cochise
14. Geronimo

Displays:

1. Map showing Indian lands in the West in 1850
2. Map showing Indian Reservations in 1875
3. List of treaties the United States has made with Indians

Dramatization and demonstration:

1. Government official explaining to Indian chief why his people should move to the reservation
2. Indian chief explaining to his people why they should move to the reservation

Buzz groups:

1. Why did government policy change from "Big Reservation" to "Concentration" on "Small Reservations"?
2. Do you think treaties with the Indians were an effective solution to the problem? Did the United States stand behind its treaties with the Indians?
3. What do you think the attitudes of most Americans were toward the Indians in the 1860's to 1880's? What would your attitudes have been if you had lived then?
4. Do you think reservations were the right solution? What other solutions could you have suggested?
5. Do you think the government had the right to put the Indians on reservations? How should the government have dealt with Indians who refused to stay on the reservation?
6. Do you think the government had an official position on the "Indian problem"? Did the Army reflect that policy?

Conclusion

The methods that were used to reduce the "Indian problem" were _____

_____

_____

_____

Activities for Sub-problem c: What have been the results of the Indian Policy?

Guest speakers:

1. Representative of the Bureau of Indian Affairs
2. Member of the Indian community to describe modern tribal life and some of the problems faced
3. Representative of Vista to explain their work among the Indians today

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Student reports:

1. Breakdown of the tribal system
2. The Bureau of Indian Affairs
3. The Native American Church (the peyote ceremony)
4. Indian schools
5. Life on an Indian reservation today
6. Anadarko, Oklahoma
7. The "Red Power" movement
8. The Indian as an American citizen
9. Problems the Indian has in common with other minority groups
10. Helen Hunt Jackson, A Century of Dishonor (1881)

Displays:

1. Map showing Indian reservations today
2. Pictures of modern Indians
3. Bumper sticker: "Custer Had It Coming"

Buzz groups:

1. How would you characterize the status of the Indian in American society today? What are some of his problems?
2. Do you think the breakdown of the tribal system has been a good result? Are there any reasons why the Indian should want to maintain a tribal identity?
3. How do you think the government selected the lands for Indian reservations?
4. What problems does the Indian share today with other minority groups? What problems are different than those of other minority groups?

Conclusion

The results of the Indian policy have been_____

_____

_____

_____

Overall Judgement

I think peaceful coexistence between the white man and the Indian (was - was not) possible because _____

_____

_____

_____

Films

1. 1898, part 1
2. The Push West
3. The Real West

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References:

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4. E. M. Halliday, "Geronimo," American Heritage (June, 1966)
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6. T. Harry Williams, "Engine vs. Indian on the Frontier," The Union Restored, vol. 6 of Life History of the United States, pp. 138-47
7. Stanley Vestal, "The Man Who Killed Custer," American Heritage (Feb., 1957)
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2. Current, DeConde, Dante, United States History, pp. 207, 392, 394, 485
3. Shafer, Augspurger, McLemore, United States History, pp. 123, 136, 177, 197, 337-39
4. Todd, Curti, Rise of the American Nation, pp. 226, 287-88, 327, 431-35
5. Wade, Wilder, Wade, A History of the United States, pp. 174, 199-204, 223, 243-44, 426-29

Lesson 30

THE TARNISHED GILDED AGE

I. The very rich and the very poor
   A. Income comparisons
   B. Living standards
   C. Laboring hours and leisure time

II. Accumulation of great wealth
   A. Industrial expansion
   B. Cheap labor
   C. No taxes or government regulation

III. Growth of poverty and slums
   A. Unrestricted immigrant labor
   B. Lack of union organization
   C. Subsistence wages

Problem

Was America prospering?

a. How were the rewards of the new industrial expansion distributed?

b. Why was this period dubbed the "gilded age"?

Activities for Sub-problem a: How were the rewards of the new industrial expansion distributed?

Student reports:

1. Andrew Carnegie: the steel baron
2. John D. Rockefeller: the oil king
3. J. P. Morgan: the lord of Wall Street
4. Cornelius Vanderbilt: the making of a fortune
5. New York's east side
6. Hours and wages of labor
7. The "sweat shop"
8. The slums tenement houses
9. Child labor in the late 1800's
10. George Pullman and the Pullman Palace car

11. Jim Fiske, "a real operator"
12. The Molly McGuires
13. Bessemer Process

Displays:

1. Illustrations of slum and "sweat shop" conditions
2. Pie chart of income distributions during late 1800's (some books report 1/10 of people receiving 9/10 of wealth)

Dramatization and demonstration:

1. A "sweat shop" scene of weary workers

Buzz groups:

1. Do you think that when the factory owner hired managers to supervise his workers, he had a different attitude than in the previous system in which he personally supervised the worker?
2. Does a wealthy nation make a prosperous people?
3. How do you think the very wealthy explained or justified the poverty of their workers?
4. Did the new industrial expansion help the entire nation?
5. Was it inevitable that the new wealth would become concentrated in a few hands given the existing conditions?

Conclusion

The rewards of the new industrial expansion distributed in the following ways:

_____

_____

_____

Activities for Sub-problem b: Why was this period dubbed the "gilded age"?

Student reports:

1. The marriage of the Duke of Marlborough with Consuelo Vanderbilt
2. The Breakers: A Vanderbilt palace in Rhode Island costing $4 million
3. Thorsten Veblen, Theory of the Leisure Class with its "conspicuous consumption"
4. The Tweed Ring
5. Queen Victoria and the Victorian Age in England
6. Private railway cars (Jay Gould and others)
7. The padrone system (the purchase of immigrant boys as venders, etc., as in Oliver Twist)
8. Society for the Prevention of cruelty to children
9. Extravagant parties of the socially elite
10. Dwight L. Moody: Evangelism in the Gilded Age
11. Fashions in the Gay Nineties (men and women)
12. Mark Twain, The Gilded Age
13. Recruitment of immigrants to America by industry

14. James C. Flood, mining magnate and his mansion - "Flood's Wedding Cake"
15. P. T. Barnum and his pseudo-oriental mansion, Iranistan and Waldemare, both in Bridgeport, Connecticut
16. Mining wealth in Leadville, Colorado and its use
17. 5th Avenue, New York City: "Mansion Row"
18. "Hell's Kitchen," New York City
19. Chicago World's Fair - 1893
20. Barnum and Bailey Circus
21. Nob Hill: San Francisco

Displays:

1. Illustrations of "gingerbread" architecture of period
2. Illustrations of fashions of 1890's with stress on flounces, cravats, lace insertions, etc.
3. Illustrations or pictures of rococo furniture
4. Poster advertising Dwight Moody Revival
5. Little Lord Fauntleroy: An ideal
6. Poster advertising Barnum and Bailey Circus
7. Illustrate a private railroad car

Creative writing:

1. Newspaper article for the society page describing an elaborate and extravagant party of gilded age

Dramatization and demonstration:

1. Extravagant party of the gilded age in which one hostess was trying to "out do" another

Buzz groups:

1. What is "conspicuous consumption"? Do we have examples of this today?
2. If you had to describe the gilded age in four adjectives, what would they be?
3. What did the people of tne gilded age value? What was important to them?
4. "All that glitters is not gold." What does this bring to your mind?

Conclusion

I think this period was dubbed the "gilded age" because _____

_____

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_____

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Overall Judgement

I think America (was - was not) prospering because _____

_____

_____

_____

Films

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2. Bernard A. Weisberger, "A Tidal Wave of Immigrants," Reaching for Empire, vol. 8 of Life History of the United States
3. Jessie Heckman Hirschl, "The Great White City," American Heritage (Oct., 1960) Chicago World's Fair, 1893
4. Lucius Beebe, "Mansions on Rails," American Heritage (Aug., 1959) private railway cars
5. Bernard A. Weisberger, "The Rise of the Trust," The Age of Steel and Steam, vol., 7 of Life History of the United States (excellent for Guilded Age)
6. American Heritage special issue---"The Nineties"
7. Louis Auchincloss, "Images of Elegant New York," American Heritage (Oct., 1966) paintings and pictures
8. Frank Dintrea, "The Realms of Gould," American Heritage (April, 1970) concerning Jay Gould

Texts:

1. Bragdon-McCutchen, History of a Free People, pp. 386, 404, 432-45 505, 509, 527
2. Current, DeConde, Dante, United States History, pp. 370, 376, 379, 419-21, 436, 492
3. Shafer, Augspurger, McLemore, United States History, pp. 278-382 404-07, 415-19, 451-54
4. Todd, Curti, Rise of the American Nation, pp. 461, 464, 466, 490, 501, 503-05, 532, 594
5. Wade, Wilder, Wade, A History of the United States, pp. 304, 369, 444, 450-52, 455, 458-60, 469-70, 474-75, 478-81, 500, 509, 530

Lesson 31

CONFLICT OF IDEAS: SOCIAL DARWINISM VS. SOCIAL GOSPEL

I. A social jungle
   A. Fierce, competitive struggle
   B. No interference or regulation
   C. Destruction of the "unfit"
   D. Survival of the "fit"

II. Humanitarian society
   A. Strong help the weak
   B. Applied Christianity
   C. Reduction of social ills and poverty

III. Battleground of ideas: the courts
   A. Labor disputes
   B. Trusts and monopoly cases
   C. Railroad laws

Problem

Which philosophy prevailed in the latter 1800's: Social Darwinism or social gospel? Why?

a. What was the attraction of Social Darwinism in the 1890's?

b. What was the appeal of the social gospel in the 1890's?

c. When there were conflicts between the two philosophies, which one was dominant? Which one won?

Activities for Sub-problem a: What was the attraction of Social Darwinism in the 1890's?

Student reports:

1. The tradition of self-reliance in rural America
2. Jack London: The Call of the Wild and other books
3. Horatio Alger and the theme of rags to riches: Ragged Dick, Struggling Upward and other books
4. Andrew Carnegie and the Gospel of Wealth

5. Adam Smith's economic theory of laissez-faire and the operation of a "free market"
6. Puritan work ethic equating prosperity and work with virtue
7. A sense of Manifest Destiny and natural development
8. American frontier tradition of rugged individualism
9. Jefferson's philosophy about the role of the federal government
10. Social Darwinism as a rationale against government interference in business
11. Herbert Spenser: Father of Social Darwinism
12. William Grahm Sumner: American exponent

Displays:

1. Political cartoons from newspapers and pictures from magazines which might indicate the Social Darwinism still has support
2. Illustrations of Horatio Alger book covers (see American Heritage edition on the Gay Nineties)
3. Currier and Ives print of Ladder of Success (see Progressive Era, in Life History of the United States)

Dramatization and demonstration:

1. Conversation which indicates that the persons see wealth as a sign of superior virtue and industry; poverty as a sign of sloth, lack of ambition, etc.
2. Pantomime the contest in society in which the strongest or cream comes to the top, victorious over the weak or less worthy (may be on the order of a melodrama)

Buzz groups:

1. Do you think that man should have absolute freedom to struggle, to compete, to satisfy his self instincts?
2. "The government which governs least, governs best." How do you feel about this statement?
3. Do you think that letting the survival of the fittest rule work itself out would ever promote "the greatest good for the greatest number"?
4. Public health laws were opposed by William Grahm Sumner. Why?

Conclusion

Some of the attraction of Social Darwinism in 1890's were _____

_____

_____

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Activities for Sub-problem b: What was the appeal of the social gospel in the 1890's?

Student reports:

1. Horace Bushnell and the notion that environment is instrumental in determining character

2. Pope Leo XIII and his beliefs about social justice
3. Abolitionism as a reinforcement of social gospel ideas
4. The beliefs of Lester Ward, one of the first sociologists
5. Louis Agassiz, a scientist who opposed Social Darwinism
6. The Christian idea of brotherhood
7. The Temperance Movement and call for legislation
8. "Perfectionism" philosophy and reform efforts before the Civil War
9. The idea of "equality" embodied in the Declaration of Independence
10. Concern with child labor and welfare
11. Concern with poverty in the "land of opportunity"
12. Feeling against monopolies

Displays:

1. Pictures from magazines which might indicate that the social gospel philosophy is still alive and influential
2. Illustration which relates Christianity with good works for less fortunate
3. Scene of poverty and the assistance of social worker

Dramatization and demonstration:

1. Scene of sweat shop and the assistance of social worker to provide better care for young children, etc. Society improves and progress is achieved. (may be like a melodrama)

Buzz groups:

1. "But for the grace of God, there go I." Do you see any relationship between this statement and the social gospel?
2. Do you know of any groups---youth or adult---which are practicing a social gospel approach to social progress?
3. Do you think that the destinies of Americans are all bound in some way to one another? Why or why not?
4. Would pure food laws and laws for safety devices be a part of the social gospel or Social Darwinist tradition?

Conclusion

The appeal of the social gospel philosophy in 1890's was _____

_____

_____

_____

Activities for Sub-problem c: When there were conflicts between the two philosophies, which one was dominant? Which one usually won out?

Student reports:

1. The passage of the Sherman Anti-Trust Law and its enforcement
2. The use of the injunction against striking laborers

3. Civil Service Reform after death of Garfield
4. The effect of the Jaymarket Riot
5. Santa Clara County vs. Southern Pacific Railroad
6. Munn vs. Illinois
7. United States vs. E. C. Knight Company

Buzz groups:

1. Business wanted the protection of the tariff. Do you think that was a contradiction of the position supporting Social Darwinism?
2. Were trusts and monopolies more in line with Social Darwinism or social gospel? Why? Which philosophy did the trusts support? Why?
3. Do you think the Supreme Court during this period seemed to be favoring the interests of one group over others?
4. Today we hear a lot about human rights and property rights. Is this a new debate? How was it debated in the 1890's?

Conclusion

When there were conflicts between the two philosophies, I think that (Social Darwinism - social gospel) dominated because _____

_____

_____

_____

_____

Overall Judgement

I think that in the latter 1800's the prevailing philosophy was _____

_____

_____

_____

_____

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4. Robert L. Heilbroner, "Epitaph for the Steel Maker," American Heritage (Aug., 1960) Andrew Carnegie
5. Thurman Arnold, "The Law to Make Free Enterprise Free," American Heritage (Oct., 1960) Sherman Anti-Trust Act
6. Mathew Josephson, The Robber Barons
7. Peter Magrath, "A Foot in the Door," American Heritage (Feb., 1964) concerning Munn vs. Illinois

8. Louis Auchincloss, "Images of Elegant New York," American Heritage (Oct., 1966) paintings and pictures
9. Frank Kintrea, "The Realms of Gould," American Heritage (April, 1970)

Texts:

1. Bragdon-McCutchen, History of a Free People, pp. 390-91, 426-27, 429-30, 432-42
2. Current, DeConde, Dante, United States History, pp. 377-85
3. Shafer, Augspurger, McLemore, United States History, pp. 382-83, 403, 410, 415-18, 420, 437, 469
4. Todd, Curti, Rise of the American Nation, pp. 425, 451-53, 455-66, 479-80, 494-97, 500, 529, 536, 541
5. Wade, Wilder, Wade, A History of the United States, pp. 442-45, 455-56, 458, 479-81, 496-97, 500, 505, 551, 558

Lesson 32

"MY BROTHER'S KEEPER"

I. The tragedy
   A. Exploited and neglected children
   B. Endless toil
   C. Crowded tenements
   D. Disease and unsanitary conditions

II. To educate the public
   A. Jacob Riis
   B. Federation of Women's Clubs
   C. Individual ministers

III. To relieve the misery
   A. Jane Addams
   B. Salvation Army
   C. Y.M.C.A. and Y.W.C.A.

Problem

Did the social gospel in action live up to its ideal? Were the reformers able to affect the problem of poverty in latter 1800's?

   a. Why did the reformer become involved?
   b. How did the reformer try to help?
   c. What difficulties did they face?

Activities for Sub-problem a: Why did the reformer become involved?

Student reports:

1. Effects of the new industrial wealth on the poor
2. "Real" wages of the 1890's (adult) and children's wages
3. Employment of boys and girls in industry
4. Working conditions: dangers to health
5. The "new" immigrant
6. Employment of immigrants' children
7. Home life: tenements

8. Living conditions in the South (employed in textile mills)
9. Compulsory school laws
10. National shame in 1900: laws on child labor

Buzz groups:

1. What makes a slum in an area of a city? Who is to blame?
2. Do you agree with the opinion of leaders who regarded the "new" immigrant as a menace?

Conclusion

Reforms sought to correct such conditions as _____

_____

_____

_____

Activities for Sub-problem b: How did the reformers try to help?

Student reports:

1. John Trotwood Moore, The Bishop of Cottontown: employment of children
2. Laws on employment of children and hours (1836)
3. National Child Labor Committee (1904)
4. John Spargo: The Bitter Cry of the Children
5. Senator Albert J. Beveridge: sponsor of federal legislation
6. Jacob Riis: How the Other Half Lives
7. Group efforts toward reform (Y.M.C.A. and Y.W.C.A.)
8. Other reform efforts of Jane Addams
9. Other settlement houses
10. Salvation Army
11. Henry Cabot Lodge: advocate of new controls on immigration
12. Frances Perkins: professional social worker
13. Aims and accomplishments of the N.A.A.C.P.
14. Cardinal Gibbons
15. Horace Bushnell: belief in role of environment on character

Dramatization and demonstration:

1. Read selections from Jacob Riis, How the Other Half Lives, and from Jane Addams, Twenty Years at Hull House

Buzz groups:

1. Was Jacob Riis more successful in getting reform than other concerned citizens?
2. If Jane Addams were alive today, would she be involved in the fight against poverty?
3. Is social responsibility toward the impoverished an individual concern or a group concern?

Conclusion

I believe that the most effective attempts at social reform were concerned with _____

_____

_____

_____

Activities for Sub-problem c: What difficulties did they face?

Student reports:

1. Immigrant settlement in cities: ghettoes and neighborhoods
2. Negative attitudes and approaches: short revival of nativist feeling
3. Lack of funds
4. Lack of trained workers
5. Need for laws by state legislatures and by Congress

Displays:

1. Photographs of slums in 1900 and 1970. Do the two groups suggest similar problems and conditions?

Dramatization and discussion:

1. Were negative and defensive reactions due to an absence of public conscience among Americans?
2. Are the difficulties in our war against poverty different in the 1970's from the difficulties around 1900?
3. Did the efforts to aid the poor help all Americans?

Conclusion

The greatest hindrances to reform in the late 1800's and early 1900's were caused by _____

_____

_____

_____

Overall Judgement

I believe that social gospel in action (did - did not) live up to its ideal with such results as _____

_____

_____

_____

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1. James Bryce, "Progress in the United States," Sense of the Past, p. 275
2. Jacob Riis, "How the Other Half Lives," Sense of the Past, p. 279
3. Jane Addams, "Hull House," Sense of the Past, p. 318
4. John Spargo, The Cry of the Children
5. Jane Addams, Twenty Years at Hull House
6. Anne F. Scott, "Saint Jane and the Ward Boss," American Heritage (Dec., 1960) Jane Addams
7. Tom Brooks, "The Terrible Triangle Fire," American Heritage (Aug., 1957) fire in slum tenements

Texts:

1. Bragdon-McCutchen, History of a Free People, pp. 442, 538-39, 579-80, 783
2. Current, DeConde, Dante, United States History, pp. 270, 383, 387
3. Shafer, Augspurger, McLemore, United States History, pp. 432, 433, 438, 440, 451-54, 466, 476
4. Todd, Curti, Rise of the American Nation, pp. 296, 491, 493-95, 503, 505, 522
5. Wade, Wilder, Wade, A History of the United States, pp. 472, 473, 475, 482, 483, 551, 554-55

Lesson 33

THE RURAL REVOLT

I. The economic pinch
   A. Low farm prices
   B. High cost of "store-bought goods"
   C. Railroad "villain"

II. A grass-roots movement
   A. Farm organizations
   B. Successes
   C. Defeats

III. Populist Party
   A. Platforms
   B. Campaigns and elections
   C. Difficulties and defeat
   D. Legacy for the future

Problem

Why wasn't Populism more popular?

a. What caused discontent?
b. How did Populists try to combat the problems?
c. What factors limited their success?

Activities for Sub-problem a: What caused the discontent?

Student reports:

1. High and unfair freight and elevator rates
2. Rebates and discrimination in charges for long and short hauls
3. Agrarian distress: low prices and drought
4. Panic of 1873
5. Panic of 1893
6. High cost of machinery, fencing
7. High prices and increased production during the Civil War

8. Competition with farmers in other countries
9. Farmer's loss of status
10. Strict credit and little money
11. Life on a farm in the West

Displays:

1. Cartoons to illustrate the abuses by the railroads
2. Chart or graph of prices received by farmers and prices paid by farmers between 1865 and 1895
3. Chart or graph of population growth during the years 1860-1890 in the states of New York, Maine, Michigan, North Dakota

Dramatization and demonstration:

1. Dramatic readings of selections from O. E. Rolvaag, Giants in the Earth; Hamlin Garland, Son of the Middle Border; Willa Cather, My Antonia; Edna Ferber, Cimarron

Buzz groups:

1. Which one enjoyed greater security: the farmer on the Kentucky frontier or a wheat farmer in North Dakota?
2. Do you think that national policies favored industry over agriculture?
3. Do you agree that the depression of 1893 could have resulted in the separation of the West from the rest of the nation?
4. Did the farmer favor inflation during the 1870's and 1880's? Why?

Conclusion

The major causes for farmers' discontent during the decades after the Civil War were _____

_____

_____

_____

Activities for Sub-problem b: How did Populists try to combat the problems?

Student reports:

1. Oliver H. Kelley: Grange
2. Granger retail cooperatives
3. Farmers' Alliances
4. Granger Laws
5. Interstate Commerce Commission
6. Omaha Platform
7. Mary Elizabeth Lease: "Kansas Pythoness"
8. Thomas E. Watson
9. Jerry Simpson: "Sockless Socrates"
10. Ignatius Donnelly
11. "Free and unlimited coinage of silver"

12. General James B. Weaver
13. William A.Pfeffer
14. Influence of Henry George's single-tax idea on the Populists

Displays:

1. Cartoons on the Interstate Commerce Commission
2. Sketches of any two or three of the Populists

Dramatization and demonstration:

1. Convention in Omaha in 1892. Which Populist would you identify as the strongest leader?

Buzz groups:

1. Did the Granger laws fail? How was this important to the Populists?
2. What do you consider the most different feature about the Omaha Platform? Was this radical?
3. Would cheap money have solved the farmers' problems?
4. Did the Omaha Platform propose a revolution?

Conclusion

The most important parts of the Populist platform were proposals for _____

_____

_____

_____

_____

Activities for Sub-problem c: What factors limited their success?

Student reports:

1. United States Supreme Court decisions: Munn vs. Illinois (1876) and Wabash case (1886)
2. Deflation after 1865
3. Membership of the Populist party
4. Labor's demands in the platform in 1892
5. Sectional character of the Populists
6. Electoral strength of the Populists in 1892
7. The Populist action in the election of 1896
8. Sherman Silver Purchase Act (1890)
9. The return of prosperity after 1896

Buzz groups:

1. Do you think the Populists were more successful than the Grangers in their efforts to help the farmer?
2. Were the proposals of the Populists socialistic as some eastern newspapers suggested?
3. What eventually happened about the reforms favored by the Populists? Is this usually true of third parties?

Conclusion

Factors which limited the success of the Populists include _____

_____

_____

_____

Overall Judgement

The whole agrarian reform movement, including Populism, failed to win public approval because _____

_____

_____

_____

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